

Building an educated society,  
1816-1966

by

Davis

OHEC  
370.9713  
O59DE/B



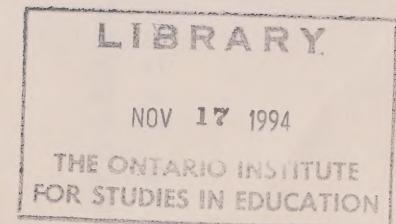
Statements by  
Hon. William G. Davis Q.C., LL.D.,  
Minister of Education and  
Minister of University Affairs

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION LIBRARY

Building  
An Educated  
Society  
1816-1966

to the  
Legislative Assembly  
of Ontario

June 1966





## CONTENTS

	PAGE
INTRODUCTION	1 - 2
HIGHEST EDUCATION ESTIMATES	3
SCHOOLS AND HUMAN RESOURCES	3
COMMITTEE ON AIMS AND OBJECTIVES	4 - 7
NEW SECONDARY SCHOOL COURSES	7
OCCUPATIONS PROGRAM REVISION	8
ORAL FRENCH PROGRESS	8
SPECIAL FRENCH COURSES FOR TEACHERS	9
SCHOOL ENROLMENT AND CONSTRUCTION	9
LARGE SCHOOL UNIT PROGRESS	10
TEACHER SUPPLY	10 - 12
ONTARIO - BERMUDA TRAINING AGREEMENT	13
COLLEGES OF APPLIED ARTS AND TECHNOLOGY	13 - 14
INSTITUTES OF TECHNOLOGY AND COURSES	14 - 15
VOCATIONAL TRAINING AGREEMENTS	15 - 17
EDUCATION AND DEVELOPMENT CONFERENCE	17 - 18
BOARDING GRANTS FOR REMOTE PUPILS	18
NORTHERN CORPS OF TEACHERS	18 - 19
EDUCATIONAL TELEVISION	19 - 21
ASSISTANCE FOR ENGLISH LANGUAGE CLASSES	21 - 22
SCHOOLS FOR THE DEAF	22
MOOSONEE SCHOOL	22
A NEW DAY FOR LIBRARIES	23
CORRESPONDENCE COURSES	23
COMMUNITY PROGRAMS	23 - 24
CONFERENCE ON RECREATION	24
THE YOUTH BRANCH	24 - 25
ONTARIO COUNCIL FOR THE ARTS	25
ELLIOT LAKE CENTRE FOR CONTINUING EDUCATION	26
CENTENNIAL CENTRE OF SCIENCE AND TECHNOLOGY	26
OPERATION SCHOOL SUPPLIES	26 - 29
PROGRESS IN REORGANIZATION	29 - 30
INFORMATION BRANCH	30 - 31
CENTENNIAL PLANS	31
NATIONAL HISTORY PROJECT	31 - 32
SCHOOL GRANTS AND STATISTICS	32
RESEARCH AND INVESTIGATION	32 - 33
COMMITTEE ON RELIGIOUS EDUCATION	33
ONTARIO INSTITUTE FOR STUDIES IN EDUCATION	33 - 34

## UNIVERSITY AFFAIRS IN ONTARIO, 1966

INTRODUCTION	37 - 38
ENROLMENT	38 - 39
STAFF	39 - 41
DEVELOPMENTS AT NEW UNIVERSITIES AND COLLEGES	41 - 42
SPECIAL PROJECTS	42 - 44
COMMITTEE ON UNIVERSITY AFFAIRS	45
OPERATING GRANTS	46 - 48
CAPITAL GRANTS	48 - 51
STUDENT AWARDS	51 - 56
RESEARCH AWARDS	56 - 57
CONCLUSION	57



Digitized by the Internet Archive  
in 2025 with funding from  
University of Toronto

<https://archive.org/details/buildingeducated00onta>



## THE MINISTER OF EDUCATION

Mr. Chairman:

It is with a particular sense of privilege that I rise to present the Estimates of the Department of Education for the fiscal year of 1966-67.

It will, I am sure, be of great interest to the members of this Legislative Assembly to be reminded that this is the 150th consecutive occasion on which this House has considered Provincial expenditures for education in a public school system. In fact, only one or two of the Maritime Provinces have a better record in this country, and a few of the States to the South, but it may be asserted with due pride that very few other jurisdictions in the whole world have had a longer record of support for public education.

It was on April 1, 1816, that Royal assent was given to a bill entitled: "An Act Granting to His Majesty a Sum of Money to be applied to the Use of Common Schools throughout the Province, and to Provide for the Regulation of said Common Schools."

The passage of the act was the culmination of a long campaign by citizens of the Province of Upper Canada, which began with memorials presented to the first seven-man Legislature, which met in 1792 in Niagara-on-the-Lake. At that time, although some of the United Empire Loyalists from New England had had experience with public schools, in Massachusetts particularly, there was far from a consensus that the Government had any business in education. For most citizens of the time, the home and the church were responsible for elementary education. Schools as such were privately operated, and, of course, could only be attended by those whose parents could afford the fees.

In 1797, the Legislature did send a petition to King George III, asking that he set aside 500,000 acres of Crown Lands for the support of grammar schools and a university. The King made the grant, but the Legislature dallied for ten years before it passed an act setting up four grammar schools. These were only partly supported by grants, and depended on fees for the balance. They were unsatisfactory schools from the beginning, and were the source of continuous controversy for several decades.

Another nine years passed--twenty-four after the first petition--before the Legislature of Upper Canada was persuaded that it had a duty to support elementary education in a public school system of the sort we have today, and passed the first Common Schools Act. The act was drawn with such skill and wisdom that in spite of the enormous increase in the size and complexity of the Ontario school system a century and a half later, the fundamental ideas are still the basis of Ontario's school organization and educational responsibility.



From the very beginning Provincial grants have undergirded public education in this Province. The act provided for an annual grant of £6,000 to aid schools in the various districts (later called counties) of which there were then ten. The salaries of teachers were set at £100--the first Provincial salary schedule--to be paid from the Government grant. They thus envisaged not more than sixty teachers, to serve a general population of about 100,000. When the Legislation was reviewed four years later, the grant total was cut to £2,000, so it is apparent that then, as now, some people were against progress.

The act gave the people of any "town, township, village or place" the right to assemble and make arrangements to establish a school. You will note that the language did not include cities, because there were none, but you will also note that townships have been legal school areas in this Province since its first public school legislation.

Having decided to do something about a school, the act said that a competent number of citizens "shall unite and build or provide" a school house, provide at least twenty "scholars" and some of the money which they intended to pay the teacher--as evidence of good faith.

With eight days' notice these householders were directed to call a meeting in their neighborhood, and they, or a majority of them, were to appoint three "fit and discreet" persons as trustees of the common school. The trustees, in turn, were given the power and authority to examine into the "moral character and capacity" of any person willing to become teacher of the common school, and having found one to "nominate and appoint" that person.

Another feature of the act was the establishment of district boards of education, which were composed of five citizens in each district or county, appointed by the Lieutenant-Governor. Their function was to receive and distribute the grants, to supervise textbooks and other books used in the schools and to set forth rules and regulations for the operation of the schools. Trustees had to give the boards of education adequate reasons for dismissing a teacher before this could occur. This was educational job security, 1816-style.

There were no school taxes, of course, but fees were imposed for part of the cost not covered by the Government grant. Trustees could also take action to enforce the payment of pledges made toward the cost of building a school.

Thus, Mr. Chairman, we look back today on this long perspective of 150 years since our forefather began the task of building an educated society in Ontario. We may note that the partnership of Government and local representatives of the citizens for education has continued from the beginning. Boards of school trustees have always been separate from municipal councils. Government aid to education has existed from the beginning. Even the title board of education has always been in Ontario school terminology, although now with a slightly different meaning, and today's Government is again encouraging the formation of larger units of administration as the best means of providing good education.

\*\*      \*\*



## HIGHEST EDUCATION ESTIMATES

Mr. Chairman, this year's Education Estimates are noteworthy for another reason. For the first time in our history they will exceed half a billion dollars. What an inconceivable sum 575 million dollars would have seemed in 1816! (Honourable members may be interested to know that that is more than the governments of the United States and of the whole Western World were spending for all purposes in the year 1816.)

This massive appropriation indicates the importance that is attached by this Province to the education of its people--not simply of the boys and girls and of our youth, but of our adult population as well. Someone has said that mightier than an army with banners is an idea whose time has come. The belief that education today is of urgent concern not only to the life of an individual but to the economic health of the national as well, is assuredly such an idea. Governments all over the world are giving education at all levels a high priority. Ontario with its swiftly expanding population and its varied pattern of industry can be no exception to this rule.

During the past year I have discussed common problems in education with administrators in a number of jurisdictions. The economic factor I have mentioned is undoubtedly receiving increased attention wherever one turns. These questions keep recurring: What jobs will need to be filled in the years ahead? What skills and abilities should be established? What provision should be made for further education, for re-training, for in-service up-dating? What changes in school programs should be made in the light of automation, of data processing and computers, of the explosion in scientific knowledge? What new courses and what new institutions are required? All of these, and a hundred like questions, are of importance to us all, since it is obvious that a livelihood must be gained before we can live a full and satisfying life.

\*\*      \*\*

## SCHOOLS AND HUMAN RESOURCES

Let me emphasize, however, that education is a matter of people as well as jobs. It concerns things of the mind and spirit as well as the work bench and the office desk. The civilization of which we are a part has achieved wealth on account of its material growth and because of its command of energy in its various forms, but to achieve true greatness it will have to pay more attention to its spiritual, intellectual and cultural achievements. Its marvellous machines will impress posterity less than the quality of the minds and talents which its educational systems developed.

Education has its present duties, but it has as great a responsibility in handing on the traditions and intellectual heritage of the past to the bright young people of this new age. As one English philosopher has observed, "What more important service can schools or universities do for their pupils than show them the best things that have been done, thought and written in the world, and fix these in their minds as a standard and test to guide them in life?"



Against this background, then, of a changing education and a changing economic pattern in a technological age, we must keep well in the front of our thinking the varied needs of the individual child, youth, and adult--needs that relate not only to his role as a worker, important as that is, but also to his life as a member of a family, a community, and the human race.

My highly esteemed colleague, the Honourable James N. Allen, our Provincial Treasurer spoke eloquently on this subject in a recent address from which I should like to quote these few sentences:

"If we are to keep pace with the swiftly moving developments of our time" said Mr. Allen, "we must strive for ever higher standards in every field of endeavour - in education - in industrial research - and in technological improvement.

We shall have to broaden our concept of education itself and realize that it does not end with high school, nor even with university - it is a continuous process.

To be able to play their part, and meet their obligations, in a rapidly changing society, parents will have to be educated - and re-educated, along with their children. In a word, a progressive society must be an educated society."

Mr. Chairman, there is a great deal of evidence that Mr. Allen's view is widely shared throughout our Province. It found vigorous expression in the very lively debates which took place at the recent sessions of the Ontario Educational Association.

In reviewing the current activities of the Department of Education on this occasion, I propose to organize my remarks under four headings:

- (i) programs and courses; (ii) extension of educational opportunities;
- (iii) progress in reorganization; (iv) studies and research.

\*\*      \*\*

#### COMMITTEE ON AIMS AND OBJECTIVES

During the past year, a distinguished jurist, The Honourable Mr. Justice Emmett M. Hall of the Supreme Court of Canada, has chaired a Provincial Committee on Aims and Objectives in the Schools of Ontario. This committee of twenty-one broadly representative members, of whom only six are professional educators, is seeking to establish what the citizens of Ontario should ask of their schools.

Its terms of reference relate to the needs of the child as a person and a member of society, the aims of the school system, and the objectives in particular for the curriculum for children from Kindergarten to Grade 6, but also beyond that to encompass the whole program in all the grades.



The significance of this survey cannot be exaggerated. In an age of rapid and far-reaching change, which will undoubtedly surround the children of today for the later decades of their lives, it is essential that we try as best we can to give them the educational foundation which will enable them to live successfully on into the 21st century.

The Committee has at this date received seventy-seven submissions from organizations and twenty from individuals. It has held sittings covering a total of sixteen days in Ottawa, London, Toronto and Sudbury. Its work is proceeding, and it is anticipated that its report will be ready in the spring of 1967. I am confident that the product of the Committee's research and deliberations will provide useful guidelines for the future development of the curriculum.

As an interim measure, pending the receipt of the Hall Committee Report, some updating of the courses of study for the Kindergarten and up to Grade 6 is being undertaken by the staff of the Curriculum Division of the Department, in consultation with inspectors, teachers' college staffs, teachers and the Ontario Teachers' Federation. The principal purposes of the interim revision are to draw to the attention of the teachers recent curriculum changes, to introduce some new content, and to suggest new approaches. It is not expected that the revision will be of such scope as to require extensive teacher retraining, or the development of new textbooks at this time.

#### General and Advanced Courses Dropped

It will be remembered that the Grade 13 Study Committee, among a considerable number of recommendations, most of which have been implemented, suggested that the feasibility of providing advanced and general levels of instruction in Grade 13 be explored. The Department agreed, and a committee in each major subject was appointed to prepare during the latter part of the past year tentative course outlines, for examination by schools and universities, as an indication of what sort of program was in mind.

In addition, a representative committee was set up, including Department officials and representatives of the teaching profession, administrators, and universities and others, to give consideration to the proposal on a general basis. This committee received representations from various quarters, and the fairly unanimous decision was that the General and Advanced course proposal would not be feasible, either from the standpoint of the schools, or, more particularly, of the universities. The idea has therefore been abandoned.

#### 12-Year Course of Study

Another suggestion of the Grade 13 Study Committee was the eventual reorganization of the curriculum in Ontario schools so as to cover in twelve years the courses of study now being taught in thirteen years. As every Member of this House knows, there has been considerable discussion of this idea among the public, chiefly because most of the other Provinces handle their elementary and secondary education in twelve years.

The proposal has been under discussion for some years. In 1960, the University Matriculation Board, which consists of the presidents of Ontario universities and certain officials of the Department of Education, appointed a committee which comprised representatives of the universities, the Department and the Secondary schools to examine the system



of Grade 13 examinations, with reference to (a) the difficulty of marking increasing numbers of papers, and (b) the belief that the nature of the examinations and the type of education they foster in Grade 13 and preceding years leave room for improvement.

The committee in the course of its investigations found it desirable to explore academic opinion on a number of additional questions.

As a result of opinions received from a broadly representative group of school and university people, the committee recommended that serious consideration be given to the reduction of the 13-year program to cover approximately the same material in twelve years.

It may be noted that the Heads of universities were not at that time able to make definite comparisons of the preparation and achievement of students who had come from the 12-year Senior Matriculation programs as compared with Ontario's 13-year program. The main reason for this inability was the relatively small number of such students and their wide dispersal over many faculties and courses.

The recommendation for reorganization of the 13-year program to a 12-year program was made by the Grade 13 Study Committee in 1964 as part of its "ideal solution" for the problems of Grade 13. Later the University Matriculation Board urged that this change be made more speedily than was envisaged by the Study Committee.

However, Mr. Chairman, I should like to sound a note of caution at this point, lest Honourable Members and the public form too hasty an impression.

Members of this House will readily understand the extreme complexity of reorganizing a 13-grade system into a 12-grade system without serious disruption in the schools and without sacrificing present standards. In any change it is important that curriculum builders should be able to make ample provision for individual differences and the varying rates of growth in students, and to take advantage of the new technological aids in education.

The timing of a change of this magnitude is most important. You are all aware that we are now beginning to establish the Colleges of Applied Arts and Technology in several centres across the Province. And, as I mentioned a moment ago, the Hall Committee on Aims and Objectives is proceeding with its inquiry, and will almost inevitably have some views on this question. These two factors alone, not to mention the interests of the universities in this serious matter, add many difficulties to immediate implementation of the change being discussed.

In any matter as important as this, where careful planning is necessary and where the support of the whole teaching profession is vital, considerable time is required both to organize the project and to see that it is properly implemented.

I might note before concluding this section of my remarks that a great many informed educators, including the Grade 13 Study Committee itself, do believe that the Ontario Grade 13 classes are an education asset which has great merit. Any reforms which



we may undertake will not be simply to lop off the subject matter taught in the thirteenth year, which would be a grave disservice to our young people. It is to be assumed that the twelve-year program (if it is undertaken) will be devised so that our students will have a standing at approximately the same point as they are at the end of Grade 13, now.

#### Discontinuance of Examination

Mr. Chairman, Members of this House will recall, of course, that about the end of March I announced that it had been decided to discontinue the Grade 13 external examination, the policy to be effective in 1968.

It has been increasingly felt that the pressure of preparation for the examination has so altered the purpose of the fifth year that fundamental, and even drastic, measures were justified. It is hoped that in future our senior students will be able to deal with their studies in depth and breadth, so that they will be better prepared for the methods of university work or, if they do not intend to take up university work, will still enrich and strengthen the quality of their later life.

The function of the examination will be fulfilled by the use of the whole school record of the student, supplemented by scholastic aptitude and achievement tests, which are being developed by the newly-formed Canadian Service for Admission to College and University. The tests will be similar to ones which have been used in the United States for more than thirty years.

It is hoped that by taking the emphasis off the mere passing of the examination and placing it on the opportunity for learning, we shall best aid our students to reach their educational fulfilment.

\*\*      \*\*

#### NEW SECONDARY SCHOOL COURSES

I should like to turn now to other aspects of the Ontario school program. The development of new courses at the secondary school level continues. Among these are courses in data processing and electronics for students in the Science, Technology and Trades branch. An example of an experimental course which is planned for introduction on a voluntary basis this coming September is one in computer science for senior students in the five-year program.

This course is intended to familiarize students with the relationships among mathematics, computers and problem solving. It is being developed by university computer scientists, teachers of mathematics and science, and Departmental staff.

\*\*      \*\*



## OCCUPATIONS PROGRAM REVISION

In the reorganization of the secondary school program several years ago, provision was made for the establishment of occupational classes of one or two years' duration for students whose interests or aptitudes did not warrant their pursuit of the four or five-year courses. Classes of this type are filling a distinct need, and two or more of them have been established in some three hundred composite or vocational schools in the past four years. In addition, thirty-eight special vocational schools specifically designed to meet the needs of these students have been constructed or are in the planning stage. Twenty-one thousand boys and girls are presently enrolled in occupational classes and special vocational schools.

In view of the rapid expansion of this phase of the secondary school curriculum, a consultative committee to study the entire Occupations Program and to identify the specific needs of its students was set up last December. The committee includes in its membership representatives of the School of Social Work of the University of Toronto, the Adult Training Counselling Centre of the Toronto Board of Education, the Social Planning Council of Metropolitan Toronto, and members of the Department of Education's Youth Branch and Supervision and Curriculum Divisions.

I note the composition of this committee with special interest because it is indicative of a developing trend towards an inter-disciplinary approach towards solving problems affecting our children and young people. For too long the teacher, the social worker, and the medical doctor has each laboured earnestly in his own field in the best interests of the same child or youth. To-day, these professions of their own volition are more and more frequently coming together for a combined approach to common problems.

The Committee on the Occupations Program is an example of educators and social workers combining forces. The development of our courses in health and of the reorganization of classes in hospital schools are examples of the medical and teaching professions working together.

\*\*      \*\*

## ORAL FRENCH PROGRESS

The teaching of French to English-speaking pupils in the elementary schools has continued to grow on the experimental basis upon which it began. In fact, it has now gone past the experimental phase, and this September it will become a recognized option for English-speaking students in Grades 7 and 8 with defined courses of study. Outlines for these courses have been prepared and will be distributed to the schools well in advance of the opening of the new school year.

Instruction in grades below Grade 7 will continue to be approved in centres where this practice is desired and where the service of competent staff is available.

\*\*      \*\*



## SPECIAL FRENCH COURSES FOR TEACHERS

In connection with the recruiting and training of staff in this subject field, I am pleased to report that summer courses will again be held in Ottawa and Toronto this summer, and that the pilot course involving a group of students with facility in French at the Ottawa Teachers' College in 1964 was so successful that it has not only continued but its work is now supplemented by similar courses operated for selected groups in the teachers' colleges in Toronto, New Toronto and Windsor.

Members of the Legislature will also be interested to learn that a six-week "immersion" course in conversational French is being offered at the Elliot Lake Centre for Continuing Education this summer for which at this date ninety-one elementary and sixty-nine secondary teachers have applied. By "immersion" course in this case is meant a program that is characterized by the use of "French only," from morning to night in classes, in the dining hall, and in recreational and cultural activities. The new residential centre in Elliot Lake should provide an excellent setting for this course which will be attended by teachers who will actually be teaching French in the elementary and secondary schools of the Province in the next school year.

At a time when many adults are pursuing the study of conversational French, it will interest you to know that secondary school instruction in the subject is giving special emphasis to oral use of the language. For a number of years a dictation exercise on a record has been a successful part of the grade 13 French examination. Two years ago, the use of the record was extended to provide a listening comprehension test. This year a pilot project in administering an oral French test by travelling examiners is being tried out with the co-operation of principals and teachers in part of north-western Ontario and in the County of Simcoe. The results of this experiment will receive careful study in the Department.

\*\*      \*\*

## SCHOOL ENROLMENT AND CONSTRUCTION

Keeping ahead of changes in curriculum, due to the rapidly increasing fund of new knowledge, is probably no more difficult than keeping ahead of the growing numbers of children coming to school age. In our elementary and secondary schools, the total of pupils in attendance is approximately 1,750,000. More pupils mean more buildings and in 1965 there were 480 elementary and 69 secondary school projects completed, at a cost of \$84.5 million and \$59.5 million, respectively. This investment provided some 84,000 additional elementary school places, and about 17,000 additional secondary school places.

I am sure, Mr. Chairman, that Honourable Members would be interested in a brief report on some of the changes which followed the passing of Bill 54, which made the township the smallest public school administrative area, except in the unorganized parts of the north country.

In September of last year, the enrolment of pupils in public and separate schools in Ontario was 1,320,000. Of this total, 97.1 per cent were being educated in graded schools of two or more classrooms, and 93.2 per cent in graded schools of four or more classrooms.

\*\*      \*\*



## LARGE SCHOOL UNIT PROGRESS

When the provisions of Bill 54 came into operation on January 1, 1965, the number of administrative units for public schools was drastically reduced. These larger units were encouraged to provide centrally located graded schools to replace many of the small schools. In September 1964, there were 1,931 one-roomed schools in operation. By September 1965, after the provisions of Bill 54 had been in operation for eight months, this number had been reduced by 30 per cent to 1,346.

The total number of public schools with two, three or four rooms was also reduced, and the number of public schools with six or more classrooms was increased during the one-year period from September 1964 to September 1965 from 1,873 to 1,968.

The new policy provided for the merging of two or more townships or parts of townships into county public school areas and district public school areas, neither of which, however, had to cover the whole area of the county or district to use the name. During 1964 and 1965, eleven county school areas and two district school areas were formed. This action brought 438 former school sections under the jurisdiction of thirteen new boards.

To mitigate the expense of implementing the new policy, the Department makes a special grant to each board of a larger unit of administration of up to \$500 for each former school section or separate school zone included in the larger unit.

\*\*      \*\*

## TEACHER SUPPLY

The continuing expansion of the enrolment and the continuing change and modernization of the curriculum both affect the teaching staff of the Ontario school system very directly. It is one thing to introduce new courses; it is quite another thing to assure that competent instruction can be provided, unless steps are taken to arrange for the updating and in-service training of teachers.

To assist teachers in keeping themselves abreast of new approaches in curricula, a variety of means has been used. Some sixteen hundred secondary school teachers, for example, have taken up-dating courses in physics, biology and mathematics, thanks to the opportunity to do so being offered by the universities.

The Department of Education, through its staff and with the co-operation of the Ontario Secondary School Teachers' Federation, has organized workshops in new courses in many centres across the Province. These have involved some six hundred teachers.

With respect to the supply of teachers for our schools, Mr. Chairman, it is fully expected that the number available for public schools generally meets the need, but the demand in the separate schools is still greater than the supply. Special summer courses continue to be necessary to maintain the required number of instructors in the secondary schools. Action is being taken to meet these problems.



Enrolment in the one-year courses at the teachers' colleges increased from 3,868 in 1964 to 4,558 in 1965, thereby making more teachers available for our elementary schools in 1966 than last year. Among the student-teachers enrolled, I am pleased to say that there are approximately 300 more potential separate school teachers than in 1965.

#### Teachers with B.A. Degrees

An increasing number of university graduates continue to enrol in the summer courses leading to qualification for secondary school teaching, and in 1965 more than 2,200 candidates took their initial summer course at Kingston, London or Toronto.

The opening of the Althouse College of Education in London in September 1965, coupled with an increase in enrolment at the College of Education in Toronto has made more teachers from the regular winter course available for the secondary schools this year. Plans are proceeding for the establishment of a third College of Education--the McArthur College at Kingston, which will operate in affiliation with Queen's University.

A new flexibility has been introduced in the preparation and certification of teachers in the past year. The movement of teachers holding B.A. degrees from positions in elementary schools to employment in secondary schools, or vice versa, has been facilitated by a ruling permitting a teacher of experience and holding a permanent certificate in either panel of the school system to apply for an interim certificate in the other panel if he or she obtains a contract requiring it. It is expected that most of these transfers will take place within the Intermediate Division--that is from grades 7 to 10 inclusive.

Another change has been a reduction in the number of options required for a High School Assistant's Certificate, Type B, from three to two. This step was taken since experience has shown that relatively few secondary school teachers are instructing in more than two subject fields.

It has been traditional in Ontario for student-teachers holding a minimum of grade 13 standing to take the same course at the teachers' colleges whether they have been high school graduates only or graduates of a university. A change in this practice was introduced last September when two new experimental courses for student-teachers with Bachelor of Arts degrees were established.

#### Teacher Training Report

At the Toronto Teachers' College, 71 such students were enrolled in a course specifically designed for them and leading to an Elementary School Teacher's Certificate, Standard 4. At the London Teachers' College, in co-operation with the Althouse College of Education, 14 university graduates enrolled in a course leading to the same certificate except that it is endorsed for the teaching of one option at the secondary school level as well.

Experience with these courses will determine whether they will be extended to other teachers' colleges in future. Such an extension is being made in regard to the Primary Specialist Course which prepared kindergarten teachers and which has been offered only in Toronto since its inception in 1939. In September, 1966, it is planned to offer it at the teachers' colleges in Hamilton and Ottawa as well.



The last example of new flexibility in teacher training which I shall mention is the Internship Course which is to begin this spring. In brief, this course will permit boards of trustees in large centres to select and train as elementary school teachers mature persons holding a university degree and one further year of post-graduate work or special standing in music.

The internship will consist of practice teaching in May and June, a summer course provided by the Department of Education, internship in the sponsoring school system from September to December and regular duty as a teacher from December to June. A second summer course provided by the Department of Education will complete the training required for an Elementary School Teacher's Certificate, Standard 4.

Not many teachers will be prepared under this plan but it does open the door to the qualification as teachers of mature persons, with backgrounds of exceptional value, who might otherwise never become available as staff members for our schools.

A significant report on the training of elementary school teachers became available in March of this year. Several of the innovations I have just described have been inspired by suggestions of the report. I should like again to express my thanks to Mr. C. R. MacLeod, Superintendent of Public Schools in the City of Windsor, and his associates on the committee which produced this report, for their excellent work.

Honourable Members will recall that I made an extended statement on the report when it was tabled in the House on March 29. At the time, I noted that while the report recommended that certification of teachers should remain the responsibility of the Minister of Education, it also urged that programs for teacher education should eventually be provided by the universities, which should, where feasible, offer both elementary and secondary teacher education within the same faculty.

At the time, Mr. Chairman, I said I was completely in agreement with this suggestion, and this remains my view. I believe, as I then said, that "if all Ontario schools can be staffed by university graduates, we shall have teachers who are more mature, better educated and better equipped to meet the challenge of preparing our children to take their place in our rapidly changing society." To be sure, there is no magic wand which would bring about this desirable reform overnight, but the groundwork for this objective is being laid at this time, and our teacher-training policy is being built upon it.

The education of teachers for elementary schools attended by French-speaking pupils received special attention in this report, and its recommendation that a two-year training course be established at the University of Ottawa Teachers' College for candidates entering the College from Grade 12 will be implemented in September 1966.

Before I leave this question of teacher training, I should like to refer to a little known service which the Province of Ontario has been performing, and which very directly reflects the opinion which outsiders have of the quality of our program of teacher preparation.

(

(

(

## ONTARIO - BERMUDA TRAINING AGREEMENT

Members of this House might be interested to know of the close relationship which has existed for many years between Ontario and Bermuda in the field of education. Since 1941, we have had the pleasure of having more than 300 Bermuda teachers-in-training in attendance at the Toronto, Hamilton and Ottawa Teachers' Colleges; this year we had thirteen at Ottawa. I am informed that these young people have made a fine contribution to Commonwealth understanding during their stay in our Province.

Some of these teachers return for additional training--for example to take the Primary Specialist Course--and a number will attend summer courses in 1966 and 1967 for special training in primary methods and junior education, and as elementary school principals.

Our co-operation with Bermuda has increased during the last year. A teacher from the Ontario School for the Deaf at Belleville is now on loan to the Bermuda Department of Education to give advice and help in the teaching of language, speech, and regular school subjects to deaf children. In addition, a blind child from Bermuda is now in attendance at the Ontario School for the Blind at Brantford.

The Director of Education for Bermuda visited our Province earlier this year, met with senior officials of the Department of Education and visited Ontario educational institutions. I am proud to think that Ontario has been able in this manner to be of service to another member of our Commonwealth family and I look forward to increasing friendly and co-operative relations with our sister member in the future.

\*\*      \*\*

## COLLEGES OF APPLIED ARTS AND TECHNOLOGY

### Extension of Educational Opportunities

Leaving the topic of programs and courses, I now turn, Mr. Chairman, to the extension of educational opportunities.

Among activities in this field the provision for post-secondary education apart from the universities continues to be a major concern of the government. A year ago this Legislature passed a bill providing enabling legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology. In the intervening period regulations have been established and the provincial Council of Regents for these institutions under the chairmanship of Dr. Howard Kerr, the first principal of Ryerson Polytechnical Institute, has been appointed and has begun its work.

Many communities have expressed interest in having one of the colleges located within their boundaries. As I have previously indicated, it is obvious that a province-wide system cannot be developed overnight, but I can assure you that the intention is to get at least eight of the colleges into operation as soon as possible.



From time to time I gain the impression that there is uncertainty among some people regarding the educational role of these proposed institutions. While there will be diversity from college to college the fundamental objectives remain those which I outlined in the statement that I made to the Legislature on May 21, 1965, and which seem to require no repetition at this time.

In the year since the legislation was introduced, the plans for the Colleges of Applied Arts and Technology have made considerable progress.

Basing their choice of boundaries on the 10 areas of the province already outlined for economic development, the provincial Council of Regents has divided the Province into 18 college districts, with priority for immediate implementation being given to eight: to the five in which facilities already exist (Windsor, London, Hamilton, Kirkland Lake and Ottawa) and to Scarborough, North York and York County and the Lambton-Sarnia area.

Because of special problems, the City of Toronto and Forest Hill Village have been excluded. At the present moment, the Council of Regents is studying the possibility of combining the present Provincial Institute of Trades, the Provincial Institute of Trades and Occupations and the Provincial Institute of Automotive and Allied Trades with the proposed City of Toronto Adult Education Centre, into a Toronto City College with its own Board of Governors.

Boards of Governors for many of the college districts have already been appointed, with further appointments expected momentarily; consequently we can reasonably expect a number of college courses, some of which are already being developed by the Department, to be in operation this coming fall.

The Department's chief concern at the moment is 2-year courses that may satisfy two demands: occupational studies to meet the need for trained manpower within the Province, and the general education studies made necessary by an age of rapid and unpredictable change; the two-year technician courses already in operation in the institutes of trades and vocational centres, and two-year courses in the applied arts; pre-school teacher training, journalism, hotel, restaurant and resort management and so on. Further expansion of the three-year courses now well established in the Institutes of Technology is also to be expected, along with the introduction, into the colleges, of a great variety of shorter courses of both the day and evening school types.

\*\*    \*\*

## INSTITUTES OF TECHNOLOGY AND COURSES

So much for the immediate future. It is intended that existing post-secondary technical and vocational institutions will in almost all cases be integrated with the Colleges of Applied Arts and Technology. In the meantime, their continuing record has been very creditable.

As many of the members know, institutes of technology operated by the Department of Education are located in Haileybury, Hamilton, Kirkland Lake, Ottawa and Windsor.



These are in addition to the Ryerson Polytechnical Institute which is administered by its own Board of Governors, and the technological program of the Lakehead University.

Including those students enrolled in first year institute of technology courses offered in certain secondary schools, well over 7,000 full-time students are at present engaged in technology level programs. Enrolments continue to increase, and an addition to the Provincial Institute of Mining and new quarters for institutes of technology in Kirkland Lake and Windsor have been approved for planning. Tenders have been called for a technical centre to include new accommodation for the institute of technology in Hamilton, eventually to be a complete College of Applied Arts and Technology.

Extension classes for adults are a second function of the institutes. Since the Advanced Technical Evening Class program was reorganized a year ago on a three-certificate pattern to parallel the three-year course in engineering technology, its enrolment in the institutes and certain secondary schools has increased by 70 per cent.

Program 5 deals with the education of the unemployed; the Federal-Provincial Program 4 deals with the education of managers, supervisors and general employees. In this connection, the Department works closely with business and industry. A substantial number of courses are in operation and more are being planned. Three types of courses are provided: academic and skill upgrading for employees in service, courses in supervision for supervisory personnel, and management courses for owners and managers of small and medium-sized businesses. These training courses steadily grow in popularity.

\*\*      \*\*

#### VOCATIONAL TRAINING AGREEMENTS

The Vocational Centres opened in London and Ottawa two years ago, and in Sault Ste. Marie last September, have extended another type of post-secondary education to students in those general areas. These centres offer technician and equivalent commercial courses which emphasize the "know why" as well as the "know how" with respect to technical processes and business procedures.

Under the Federal-Provincial Technical and Vocational Training Agreements, Program 5 continues to operate for the training of the unemployed. Present enrolment in its courses is up sharply over that of last year. An additional building has been opened in Toronto which will accommodate 1,200 trainees, and new quarters have been provided in Port Arthur and Windsor, and the London centre will soon be moved into a fine new building. In Toronto, a site for a new Adult Education Centre has been obtained, and planning is proceeding actively.

In several areas, special courses under this Program are now being given for newcomers to Canada. The success of the Adult Counselling Centre in Toronto has led to the encouragement of an expanded counselling service in other communities where Program 5 courses are offered.

(

(

(

By this time, Honourable Members need scarcely be reminded that practically all of the facilities, including the Colleges of Applied Arts and Technology, have been and will be built and operated under the Federal-Provincial Technical and Vocational Training Agreements, which have done so much to stimulate the development of all forms of technical and vocational education.

I might say that in view of the heavy and very natural interest which the Federal Government has in the provision of adequate trained manpower, there should be a continual review of the cost-sharing aspects of manpower training. Although, at the moment, we must allow for a certain confusion attendant on the reorganization of the Vocational Training Branch and its integration into the new Department of Manpower at Ottawa, it must be said that attention to suggestions made by the provinces, and fully supported by Ontario, has been less than dynamic in the last three years.

It might be of value to the Members if I took a moment to review this question, as it has been developing. Honourable Members will recall that, although on a much larger scale, the present technical and vocational agreements are an extension of similar agreements originally drawn up in 1919, and which had strongly encouraged our early technical school development, after the First World War.

The present scheme, as most of you know, is divided into programs beginning with the building of secondary school facilities in technical and vocational education, and continuing through programs for training and retraining adults unemployed or displaced by changing occupational patterns, to Program 10, which was added during the last year, and provided for a federal-provincial sharing of the cost of research into matters relevant to technical and vocational education.

The Ontario Government immediately recognized the opportunity provided by the 1961 agreements, and undertook a far-reaching program of construction of technical and vocational schools of various types. In the early stages, the Federal Government offered to reimburse provinces for 75 per cent of these expenditures, on schools completed before April 30, 1963.

When it was realized that a considerable proportion of the projects undertaken would not be finished before the deadline, due to planning and construction delays, the ten Ministers of Education requested the Federal Government to extend the deadline. This was done on February 13, 1963. The new date being October 1, 1963, the 75-25 per cent partnership continued on contracts awarded before April 1, 1963. The cost sharing ratios, as they affect Ontario, have been altered, and are now on a 50-50 basis.

At the annual convention of the Canadian Education Association, held in Quebec in September, 1963, the Standing Committee of Ministers of Education discussed the Technical and Vocational Training Agreements and came to two conclusions, expressed in the form of resolutions.



The first of these noted that Federal grants and subsidies to the Provinces for specific educational projects and purposes, which were by law under Provincial jurisdiction, in some degree imposed Federal policies upon education in the Provinces. The complex arrangements by which such grants and subsidies were administered were, moreover, costly and duplicative. The Ministers, of whom I was one, then asked the Federal Government to adopt an adequate system for financing these projects, either through fiscal arrangements for sharing revenues, or through grants and subsidies of a more general nature than the closely controlled types in existence.

The other resolution noted that although the original provision for building and equipping facilities under the Vocational High School Training Program (Program 1) was generous as to capital costs, there was little or no assistance for current expenditures on this expensive form of education. The Ministers then asked for a substantially increased Federal contribution toward operating costs.

Nothing having happened, the Ministers, meeting in Winnipeg in 1964, again asked for assistance in the operating costs of secondary vocational and technical schools, suggesting a rate of 50 per cent. They also asked for increased grants toward the training of technical and vocational teachers.

Again in Fredericton, in 1965, the Standing Committee found it necessary to repeat the same request for aid in the operating costs of running technical schools. Although there was a most agreeable response from the then Federal Minister of Labour, no action was taken by the Federal Government.

The Federal Government did announce early this year, in a communication to the Standing Committee of Ministers of Education, that the Federal-Provincial Technical and Vocational Training Agreements would be extended until 1970, but still withheld a decision on the request for additional aid with operating costs of secondary technical schools.

Some idea of the magnitude of this problem, and of the unanswerable strength of the provinces' position in this matter may be illustrated by our own case. The operating costs of secondary vocational and technical schools in Ontario amounts currently to \$180 million dollars a year. To this huge sum, the Federal Government contributes to the relief of school taxpayers the sum of \$870,000. There does not seem to be any need to labor the point further.

\*\*      \*\*

#### EDUCATION AND DEVELOPMENT CONFERENCE

A further and very intensive discussion of the whole question of education and manpower is to be held at the forthcoming invitational conference on Education and Development, in Montreal next September. It may be recalled that I mentioned this conference on March 29, in this House.



It is hoped that the respective roles of the Federal and Provincial Governments in the fields of education related to development will be clarified. Discussion will be held on the relationship of education to economic and social goals; the relationship between education and industry; education and the development of public and community services; on the retraining of manpower and continuing education; on training and the new educational technology; on educational research and development needs and opportunities, and finally, on the adaptation of post-secondary and higher education to the needs of professional manpower development.

Although the conference will be sponsored by the Standing Committee of Ministers of Education, it is anticipated that there will be active Federal co-operation through appropriate channels.

I should now like to return to our consideration of the extension of educational opportunities in Ontario.

\*\*      \*\*

#### BOARDING GRANTS FOR REMOTE PUPILS

Mr. Chairman, in accordance with legislation, every part of Southern Ontario is now included in a high school district. The same cannot be said of Northern Ontario, where some great areas are sparsely populated, and where the nearest secondary school may be quite a distance from a family's home.

Last year, legislation was passed permitting elementary school boards in territorial districts to pay \$3 a day for room and board to assist pupils from local school sections who are not resident in a high school district to attend a publicly-supported secondary school fifteen miles or more from their homes.

Where a school board pays such assistance, the Department pays its grant percentage on the amount so disbursed. Study is now being given to the possibility of helping in a similar way students who are not resident in a high school district, who live in unorganized townships in the north, and who are not resident in a school section. The Province already pays the tuition fees of non-resident students from the territorial districts when they attend secondary school. At the post-secondary level, students in Northern Ontario are assisted by the Province in meeting the cost of travel to university or technical institute centres. Approximately 1,000 students receive such financial aid.

\*\*      \*\*

#### NORTHERN CORPS OF TEACHERS

Another promising experiment is the Northern Corps of teachers, which was started this spring. This experimental program will provide qualified teachers for isolated one-room schools in the more remote parts of our Province. To date, sixteen teachers have been recommended for schools which have had a history of unqualified teachers, or in one or two cases where a school just did not operate because a teacher was not available.



A special program of assistance to these boards in isolated areas and to the teachers involved has been instituted. In the latter part of August, the teachers selected will be offered a special course at North Bay to orient them to their task and to provide information and materials to make them more effective in the special work which they have undertaken.

\*\*    \*\*

## EDUCATIONAL TELEVISION

What may well become one of the most significant and far-reaching programs for the extension of educational opportunities is the now actively operating unit for educational television. Of course, the Department of Education has long been involved in educational radio and television, in collaboration with the Canadian Broadcasting Corporation and private stations, but we are planning to go much further than ever before.

In addition to the regularly scheduled school programs, which have been continued for so many years, we have recently been trying some special experiments with television. To help teachers and students with the new physics course in Grade 13, a series of seventeen educational television broadcasts have been provided by the Department of Education on Saturday mornings, beginning last January. In the elementary school field, television broadcasts on Monday mornings have been provided in the new mathematics in Grade 7. The question of in-service training of teachers by the use of television is under serious study.

At present, we are actively exploring educational television in the general field of instruction, not only in introducing new courses, but across the whole range of pre-school, elementary, secondary, technical, university and adult education. We are in the process of developing plans for our own production and transmitting facilities, but meanwhile are appreciative of the kind co-operation of the CBC and CFTO-TV whose studios have been available for production purposes.

I am pleased to say that the Grade 7 Mathematics and Grade 13 Physics series, broadcast in 1965-66, have been well received by teachers and pupils. Plans are underway for broadcasting approximately one hundred and fifty programs in 1966-67.

At the elementary level, these will include two series in the Kindergarten to Grade 6 area, one in Mathematics, and one in Social Studies, and a Grade 8 Mathematics series.

For secondary school students, there will be programs dealing with English and technical subjects of the Four-Year Program and Grade 13 Biology. The Grade 13 Physics series presented last year will be revised and extended. A series in Social Studies for bilingual schools is also in preparation.

In addition, programs are presently being developed to assist teachers in updating in several courses and will be broadcast in English and in French to reach as many teachers as possible.



To meet our current commitments and to plan future projects, the educational television section has been greatly expanded in personnel and facilities. ETV Production Units have been formed to carry out our program plans. These units are comprised of curriculum specialists, television producers, and program writers.

Program development and research within the Curriculum Division is now completed for the next school year. Production is underway, and it is expected that recording and filming of program lessons will start in June.

Technical studies of UHF Channel 19 having been completed, an application for a broadcast licence has been filed with the Department of Transport for referral to the Board of Broadcast Governors. We have received acknowledgement of the application of the date when the application will be heard by the Board of Broadcast Governors.

In an age when rapid communication of important ideas and events is so essential in daily living and towards better national and international understanding, the contribution of television in the education of our children is certain to grow and expand.

In connection with these plans, it was my privilege to lead an Ontario group on a 22-day fact-finding mission to Europe, last June. The most positive purpose was to study European educational television, in countries where it was most fully developed. We took the opportunity of looking into new developments in other fields as well in Italy, West Germany, the Netherlands, Denmark and Great Britain.

Italy has a specially well developed program of educational television. Its primary purpose is to seek to eliminate illiteracy in both children and adults, mainly in the poverty-stricken south.

Courses are handled by a combination of television and correspondence. The reception by children is supervised in local areas by the best person available. Broadcasting is done several hours each day. Special textbooks have been written for the use of the supervising co-ordinators, who are somewhat less than teachers in their local function.

Once a year, the pupils are taken to Rome to meet their television teachers in person, and their co-ordinators also go for a sort of in-service training.

Italy also offers a TV course for adult illiterates, which aims to teach adults to read and write at the primary school level, but is also used as a refresher course, and for bringing older persons up to date. These two programs really constitute the primary school function in some Italian regions. They cover all of the course. There are 15,000 viewing centres, and about 40,000 pupils, in the three grades.

In Britain, more ambitious proposals were in motion. There, the British Government is planning a University of the Air, to be carried over a national educational broadcasting system, for adults wishing to further their education, and leading to the possibility of graduation at the B.A. level.



The British Broadcasting Corporation has been conducting TV educational programs for many years, but is planning a substantial increase.

All officials interviewed were in agreement that more and more schools were using the ETV broadcasts, and that the teaching aids prepared for teachers were in increasing demand.

Curriculum and television producing officials on the trip benefited from the new points of view, and returned with broadened ideas on the potentialities of television education.

Back in our own Province, I am pleased to report that opportunities continue to improve for the education of pupils with handicaps of various kinds. Each year more and more school boards are providing special educational classes and are expanding the services for exceptional pupils. The number of special classes in operation in elementary schools and approved for auxiliary grants during the present school year totals 1,450, more than double the number in existence only six years ago.

More special education classes have created an increased demand for teachers trained to instruct in them. Last summer some 1,225 teachers attended the summer school training program in Auxiliary Education. The recently introduced courses for teachers working with emotionally disturbed children and for those instructing neurologically impaired pupils have been successful and will be offered again this summer. The Department is also co-operating with the Parents' Association for Children with Learning Disabilities in the provision of a special one-week training program for teachers and parents of neurologically impaired children. The course thus co-sponsored proved so valuable last year that a similar experience is being arranged this summer.

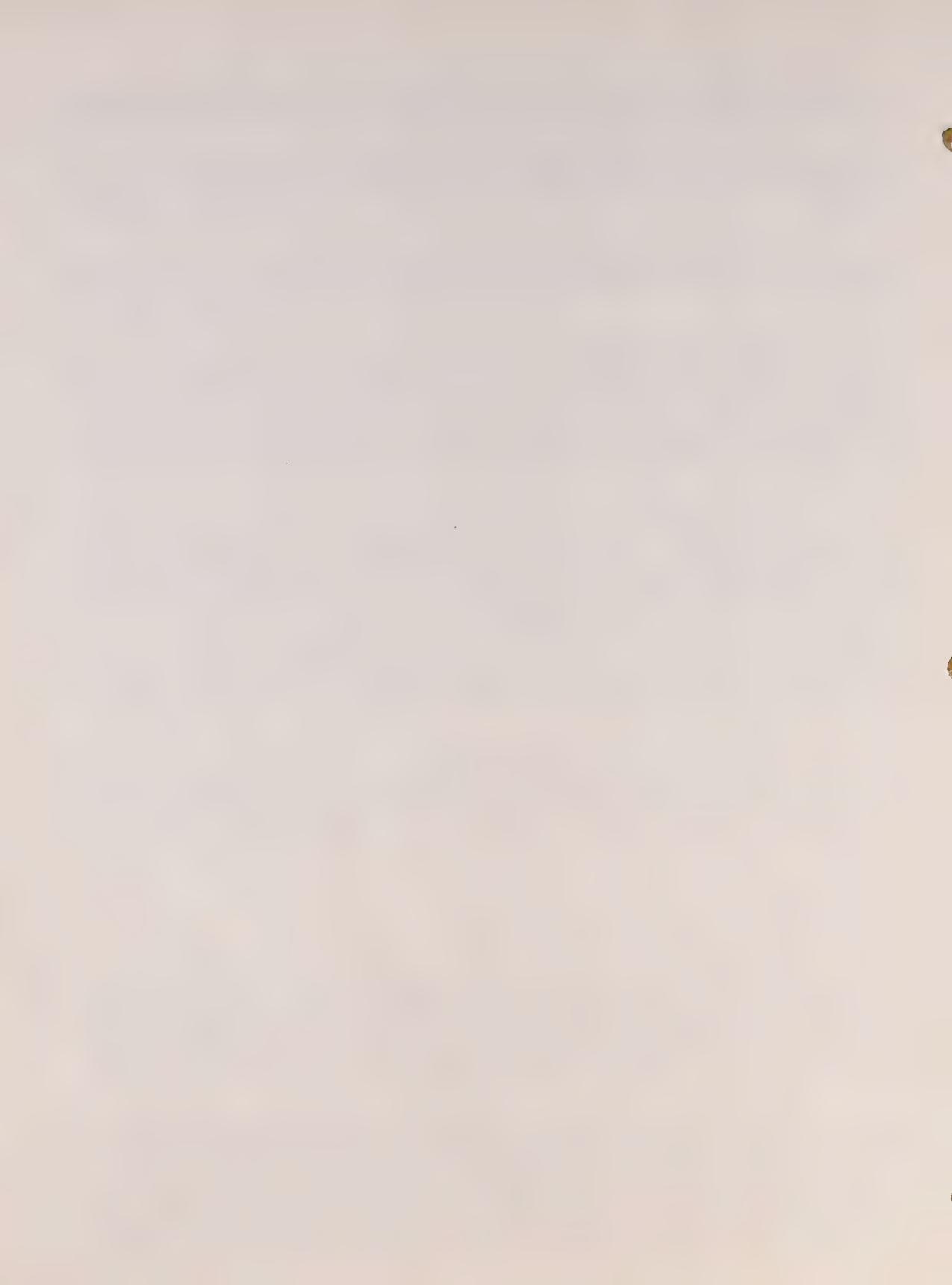
A different kind of handicap from those previously provided for by auxiliary class units is the linguistic one in the case of pupils who are newcomers to Canada and who lack sufficient acquaintance with the English language to profit, or to profit fully, from their attendance in a regular class.

\*\*      \*\*

#### ASSISTANCE FOR ENGLISH LANGUAGE CLASSES

This year for the first time school boards will be given financial assistance to operate smaller classes for such pupils in charge of a teacher with special interest, experience or training in the teaching of English as a second language. It is expected that pupils will move from these special classes to the main stream of instruction as soon as they have mastered sufficient English to pursue their studies in the regular way.

For some years the Department of Education and the Department of Citizenship have co-sponsored a summer course for training teachers of English as a second language. Most of the teachers so trained have taught English to adult newcomers to Canada in night school classes or in special summer courses operated by the Department of Citizenship, but now the new education units for teaching English to elementary school pupils who require such help will provide a new field for the exercise of the skills of these specially prepared teachers.



In speaking of special education, I want to mention the three residential schools operated by the Department of Education. The School for the Blind at Brantford serves some two hundred pupils for whom it provides a carefully designed program. The facilities of this institution continue to improve; a modern dormitory unit for senior boys has been recently added to the campus and is in use this year for the first time.

\*\*      \*\*

### SCHOOLS FOR THE DEAF

A new vocational building has been added to the plant of the Ontario School for the Deaf at Belleville, while the second and final stage of construction of the new school for the Deaf at Milton is nearing completion.

The pre-school education of deaf children is such an important phase of their learning experience that home-visiting teachers have recently been added to the staffs of both our Schools for the Deaf. These persons are skilled and experienced teachers of the deaf who have taken additional training to prepare them to assist parents in the home training of pre-school deaf children. They travel across the Province visiting homes that are distant from Belleville or Milton. Weekly clinics are held at each of the Schools for the Deaf for parents who are within commuting distance of these centres.

\*\*      \*\*

### MOOSONEE SCHOOL

Mention was made in the Speech from the Throne of improved educational opportunities for Indian children and youth. The joint project of the federal and provincial governments at Moosonee, whereby an education and community centre is being provided in conjunction with the existing public and separate schools, is being pressed forward. The building to be provided will be joined by covered walkways to both of the elementary schools, and will provide educational services for the Indian and non-Indian population of the area.

Plans for the building and program are being worked out in consultation with the residents of Moosonee with a view to providing facilities for occupational training pre-school classes, adult programs and recreation. Since instruction in the elementary schools is in English, emphasis will be placed in the pre-school classes upon developing in the young children acquaintance with English in preparation for the instruction they will receive upon entering regular school.

Education can no longer be considered at an end upon graduation from school or university. Agencies for adult education are, therefore, faced with heavier and heavier demands on their resources for the academic, recreational and cultural development of our mature citizens. In this field, I would remind you of the expanding activities of the Library, Correspondence Courses and Community Programs Divisions of the Department of Education, as well as of the Youth Branch and two self-governing bodies, the Ontario Council for the Arts and the Elliot Lake Centre for Continuing Education.

\*\*      \*\*



## A NEW DAY FOR LIBRARIES

A new day is dawning, I hope, for the library service of Ontario. A thorough study has been made of the situation at present existing in this field, and the steps required to meet the growing needs. This survey was conducted under the auspices of the Ontario Library Association with support from a grant from the Department of Education, and was carried out by Mr. Francis R. St. John, a distinguished library expert from the United States. The report has had a distinct influence on the drafting of the revised Public Libraries Act, which will be considered by the Legislature at this session, and may be expected to have increasing influence on the whole field of library services in the years immediately ahead. It was received with much favorable editorial comment and general public approval.

The Estimates before you provide for \$5 million for grants to public library boards to further a library program which will place particular emphasis on county and regional library services. This financial assistance is an increase of more than 50 per cent over that of last year. When I point out that more than 42 million books were circulated by Ontario public libraries in 1964, the role of the library service in the life of the Province is significantly underlined.

\*\*      \*\*

## CORRESPONDENCE COURSES

More than 25,000 persons, the greater number of them employed adults, are enrolled in provincially-provided Correspondence Courses. Begun some forty years ago to provide instruction for elementary school pupils living out of reach of a school, these courses now are predominantly at the secondary school level and the enrollees are people who are upgrading their education to fit them for better jobs. The academic courses are free and text books are lent to students without charge up to the Grade 12 level.

The Department also offers theoretical courses which are useful to practising tradesmen in automotive mechanics, carpentry, machine shop practice and radio theory. A nominal charge of ten dollars per subject is made for these courses.

\*\*      \*\*

## COMMUNITY PROGRAMS

Our Community Programs Division is a service agency whose function is to assist municipalities to provide programs of recreation and adult education. Among its responsibilities are: the training of directors for local recreation departments; the provision of consultants in the fields of art, crafts, drama and rural leadership; the organization of conferences such as the first Ontario Craft Conference which it held a year ago in co-operation with the Ontario Council for the Arts; and the oversight of the two Ontario Leadership Camps at Longford Mills and Irondale, and of the Fitness and Amateur Sport program.

It is apparent that the function of the Community Programs Division is likely to expand if the current trends evident in our society continue. The increase in leisure time in the present era is an obvious fact. To understand the significance of "leisure" in the fabric



of society is most timely: to consider the implications of increased leisure to all the citizens of this Province is most important; to provide an opportunity to analyze the whole dimension of leisure and its use is critical.

\*\*      \*\*

## CONFERENCE ON RECREATION

To this end, I will convene the "Minister's Conference on Recreation" in Toronto on November 10-12, 1966. The theme of the conference will be, "The Significance of Leisure in our Society--Today and Tomorrow." The conference will provide a vehicle by which community leaders and elected officials will have the opportunity of listening to and analyzing the views of outstanding international authorities in the fields of recreation, education, sociology, planning and economics.

It is expected that this conference will result in greater public knowledge and appreciation of the values and importance of the creative use of leisure time, and of the opportunities which are available for the pursuit of meaningful programs. The administrative staff of the Community Programs Division and members of the Society of Municipal Directors of Recreation in Ontario are acting as the planning committee for this conference.

\*\*      \*\*

## THE YOUTH BRANCH

Under our Youth Branch, investigations on behalf of youth, in co-operation with Ontario communities, will be accelerated. Based on the assumption that many agencies share the problems of youth as well as the solutions to the problems, the formation of study teams will be encouraged. These study teams will include representatives from education, industry, labor, police, recreation, welfare, and youth itself.

The budget of the Youth Branch provides funds for a special feature this year--an action research on behalf of unreached youth in Metropolitan Toronto. The project which has been initiated is based upon recommendations made at the Conference on Unreached Youth co-sponsored by the Department of Education and the Social Planning Council of Metropolitan Toronto two years ago. The resulting activity will be watched with keen interest since it may well be a prototype of a desirable approach to the problem of keeping pace with rapid technological and social change in many of our communities.

I am sure that members will also be interested in a two-year five-phase project which the Youth Branch is planning for Northwestern Ontario. Steps have been taken to invite eight communities in that general area to form community study teams. In the first phase, visits are being made to these centres for interviews with key persons in education, industry, labour, recreation, police, welfare and youth work, to discuss problems and invite participation in the project.

Phase Two, scheduled for the autumn of 1966, will consist of a five-day seminar at the Quetico Conference and Training Centre to give the study team members opportunity



to gain understanding of economic and social trends in the society of which youth is a part.

Phase Three will require a period of three months during which the study teams will collect data with respect to their particular communities.

Phase Four will take the form of another seminar at Quetico Centre, when the study teams will interpret the data collected, and will consider the extension, expansion and innovation of programs of education, recreation and employment. At the same time the resources of the local, the provincial and the federal governments in relation to the needs and problems of youth will be explained and their relevancy determined.

The Fifth and final phase will consist of follow-up visits to the communities, with seminars arranged where necessary to evaluate progress and to continue planning. A similar project for Northern Ontario, working in co-operation with the Elliot Lake Centre, is about to begin.

I have given the outline of this proposed activity in some detail as projects similar to it may be initiated in other parts of the Province if requests are received and if the investigations give promise of being productive of worthwhile results.

\*\*      \*\*

#### ONTARIO COUNCIL FOR THE ARTS

Any summary of educational activities in relation to our communities would be incomplete without reference to The Province of Ontario Council for the Arts. Since its establishment three years ago, the Council has developed a broad program to extend cultural activities throughout the Province and to expand community interest and participation in, and appreciation of the arts. To date this body has awarded one million dollars in grants for the realization of its purposes. Assistance, for example, to major performing arts groups has made possible nearly 550 performances of music, ballet, opera, and drama in 160 Ontario centres during the season just closing.

A grant to the Art Institute of Ontario has enabled it to circulate outstanding exhibitions of painting, print-making, ceramics, weaving and photography to some 450 art centres, schools and libraries throughout Ontario.

Skilled dramatic consultants have been made available to a number of amateur dramatic groups across the Province to enable them to achieve higher production and performance standards in a pilot project undertaken by the Council this year in co-operation with the authorities of the Dominion Drama Festival.

These are only a few of the activities of the Arts Council whose ten members, under the chairmanship of the Honourable J. Keiller MacKay, continue to give generously of their time and effort in furthering projects related to this Province's cultural life. They are people singularly aware of the responsibilities that are theirs, and I express thanks to them for the imagination they are showing and the success they are achieving in carrying out their work.

\*\*      \*\*



## ELLIOT LAKE CENTRE FOR CONTINUING EDUCATION

A still more recent effort in the adult education field is the establishment of the Elliot Lake Centre for Continuing Education. This Centre was founded in February, 1965, through co-operative action of the Federal Government and the Government of Ontario. It is jointly financed by the two governments and operates under a board of governors comprised of representatives from business, finance, the arts and education.

During the past year three groups, each of a hundred unemployed men, took three-month courses to upgrade their basic skills at this Centre. The CBC made a very informative and moving television program of this project, which I hope all the Members have seen. The program for the Centre is being expanded to provide educational and training courses of direct interest to particular industries and trades. Among these are data processing and business administration.

The arts are not being neglected either. A summer school of arts, including music--instrumental, opera and voice--ballet, painting and crafts is to be run this year from July 1 to August 13, a very promising opportunity for those interested in such pursuits.

The Centre is a residential adult education institution. Its facilities can be made available to any social organization and to groups from any business, industry, union, profession or association. Accommodation is being expanded from the present 150 beds to facilities to house about 600, by this summer. It is expected that by the end of the year, several thousand people from all walks of life will have taken part in some educational program in Elliot Lake.

\*\*      \*\*

## CENTENNIAL CENTRE OF SCIENCE AND TECHNOLOGY

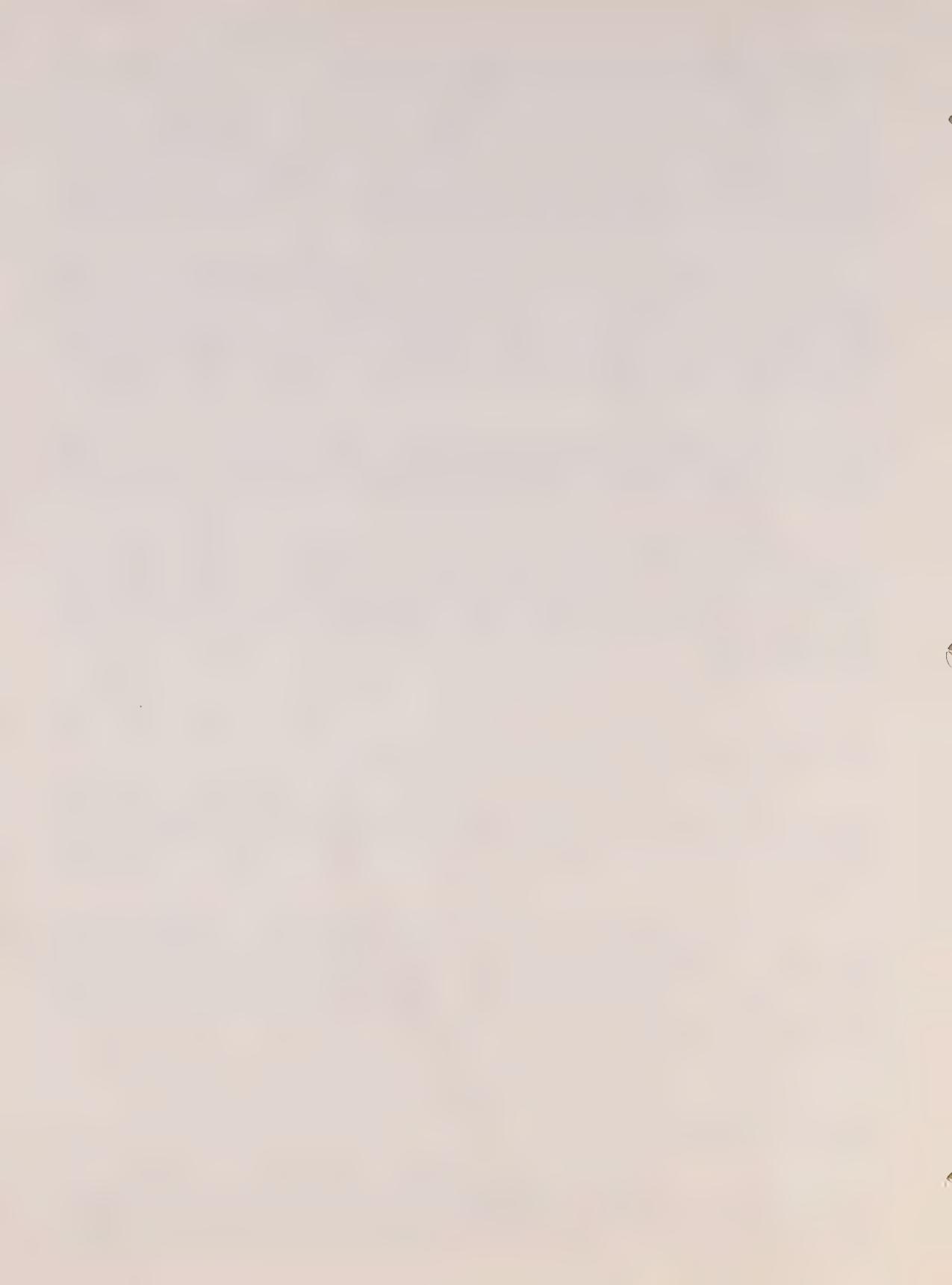
Finally, there is the Centennial Centre of Science and Technology. Plans for the development of this much-needed cultural and educational asset are proceeding, but they are not as far advanced as I would have hoped, due to circumstances which were not anticipated.

The orientation of the Science Centre will be educational in its fullest aspect. The citizen on every level will be able to find light and guidance in a world of scientific development and technological change. The children, to be brought from all parts of the Province, will see demonstrated the principles of science and industry in many forms and methods. Someone has dubbed museums the universities of the people. It is a perfect concept for the Science Centre.

\*\*      \*\*

## OPERATION SCHOOL SUPPLIES

Before we leave this theme of the extension of educational opportunity, I should like to tell you a happy story of how Ontario people helped to extend the educational opportunities of children of Commonwealth allegiance in the West Indies. We call it "Operation School Supplies."



Lying off the coast of the State of Florida is an archipelago comprising roughly 400 islands and cays known as the Bahamas. To most of us these islands represent all that is beautiful in a tropical setting, with beaches of pink sand, lush undergrowth, and waving coconut palms.

There is, however, another side of the picture. Like most of the developing countries of the world, the native population of the Bahamas is expanding rapidly. Employment opportunities have increased on many of the large islands and large numbers travel from island to island seeking employment.

Together with these events, like every other country in the world, including Canada, and more particularly the Province of Ontario, the Bahamas are encountering an educational explosion. Native and government leaders agree that all progress, whether economic, political or cultural, depends primarily on education.

Over the past few years the Bahamian Ministry of Education has embarked upon an ambitious program of school building. Unfortunately this program, I understand, was upset by the devastation of Hurricane Betsy in 1965. As a result, the budget, originally set aside for school furnishings, was diverted to rebuilding many of the schools that were damaged.

In response to an appeal received from the Bahamas Minister of Education for 9,000 classroom desks and a considerable supply of books suitable for school library purposes, an organization called "Operation School Supplies" was set up for the purpose of co-ordinating the many facets of this undertaking.

An appeal was directed to the school boards of South-Western and Eastern Ontario for discarded classroom furnishings and textbooks. The response was overwhelming and the people of Ontario came through in a generous manner by offering a helping hand to a Commonwealth partner. Books were received from as far away as Port Arthur and a large number of desks was received from the Ottawa Board of Education.

Through the courtesy of the Honourable T. Ray Connell, Minister of Public Works, and Mr. L. C. Powell, General Manager of the Canadian National Exhibition, storage space was provided to temporarily store the large volume of school supplies which have since been shipped to the Bahamas. Arrangements are also being made to ship a quantity of desks to the schools of St. Vincent and St. Lucia in the Windward Islands of the Caribbean.

Almost daily, since February 15th last, trucks have been hauling classroom supplies from Toronto to Fort Lauderdale, Florida, where the trailers are driven on to landing barges and transported to Freeport, Grand Bahama.

During the Easter vacation, forty Grade 12 students from Michael Power High School and New Toronto Secondary School volunteered their services to pack over fifty tons of textbooks. To date over 125 tons of school supplies have been delivered.

Transportation and shipping costs in the neighbourhood of \$25,000 have been accumulated to date. In keeping with the concept that "Operation School Supplies" is a people-to-people project between Ontario and an island member of the Commonwealth, an



appeal has been directed to the service clubs and fraternal organizations of the Province for the funds necessary to make "Operation School Supplies" a total success. I am very confident there will be a widespread and generous response to our appeal.

Several days ago I received the following letter from the Grand Bahama Citizens Committee, composed entirely of native Bahamians. Although addressed to me, its contents are directed to the people of Ontario.

"We gratefully acknowledge the receipt of your wonderful gifts of school supplies, desks, chairs, etc., which at the time of this writing is about nine trailer loads."

"These supplies have now come under the direct supervision of our Education Department and the Grand Bahama Citizens Committee and although this island of Grand Bahama, which is so near to your hearts, shall be sufficiently supplied, some of these materials will probably go to all of the major islands of the Bahamas."

"We want to especially take this opportunity to sincerely thank you and ask you to kindly convey the same to all the many others in your domain who have so gratefully contributed to our children's future. This will never be forgotten by us."

Just a year ago at this time, when presenting my departmental estimates, I said:

"Unhappily we live in a world in which military weapons are still necessary to our security and require massive expenditures, but these have now reached a stage of such frightening and destructive power that civilized people the world over, can only hope that the exercise and triumph of reason, restraint and common sense will make it unnecessary to employ them."

"Such, however, is not the case with weapons for the mind. There is now available to us a vast new knowledge which if fully applied to the needs of our own society and of all mankind, can bring us close to the realization of that abundant life of which the ancient prophets dreamed."

I recalled these words, when today, I received a most welcome telephone call from the office of the Honourable Paul Hellyer, Minister of National Defense, advising me that he has arranged for two Hercules Aircraft to be made available to "Operation School Supplies" for the purpose of transporting approximately 1,000 desks and three tons of books - all weapons for the mind - to the Leeward and Windward Island members of the Commonwealth.



This outstanding example of federal-provincial co-operation has come about through the efforts of many individuals, most notably our colleague, Mr. Nixon, the member of this Legislature for Brant. At a time when it appeared that we might be required to dispose of the desks on hand, he followed up on the initial appeal for help which I had directed to Mr. Hellyer and thereby helped to ensure success.

Mr. Chairman, this is far from being solely a furniture-moving operation. School supplies are desperately needed by the schools of these island members of the Commonwealth. The support received from the R.C.A.F. will ensure the success of "Operation School Supplies". I feel it is unique in the annals of federal-provincial relations.

The world will witness Canadian aircraft dropping WEAPONS FOR THE MIND on these knowledge-hungry people - a far cry from the intended use of military aircraft.

May I take this opportunity to pay public tribute to Rev. Father John McGahey of the Scarborough Foreign Missions on Harbour Island, who originally interested me in this very laudable project.

\*\*      \*\*

## PROGRESS IN REORGANIZATION

The activities I have mentioned indicate that there is indeed in these days extension of educational opportunity in a variety of ways. I should like now to report on the progress made in the reorganization of the Department of Education.

### Department Reorganization

Honourable Members will recall that in the reorganization that took place early last year, one of the key intentions was decentralization. Last August five administrative areas were established in the Province with offices in Port Arthur, Sudbury, North Bay, London and Waterloo. In March I announced the establishment of five more areas in the central and eastern areas of the Province. The area superintendents in the existing offices have assumed responsibility for a portion of the administrative correspondence formerly dealt with by the main office in Toronto. So will the new appointees, when they get organized. In due course, business officials will be added to the area offices, to increase the share of the administrative load which may be carried there, and to ensure prompt and knowledgeable service to school boards and their officials.

I am encouraged by the active part the area superintendents and their staffs are taking in advising trustees on school district organization and on school operation. Their efforts are appreciated at both the local and central levels.

### Decentralization

If decentralization was one objective of the new planning, a second purpose was the closer articulation of the elementary and secondary school panels. Elementary and secondary school inspectors now report to the same superintendent in the Department and to the same area superintendents in the field offices. I have previously mentioned the new



ease with which teachers holding university degrees may transfer from employment from one panel of schools to the other.

This summer training of elementary school and secondary school principals is being integrated in the same summer courses. These courses are being offered at three university centres--Kingston, London, and Waterloo--with enrolment limited to eighty elementary and eighty secondary candidates in each of the centres. In the interest of integration, the two panels of potential principals will have a number of joint sessions on suitable topics and the personnel will share joint facilities.

### Integration of School Boards

The movement across the Province towards larger units of administration is proceeding well. A year ago last January the smallest administrative area for public schools in organized territory became the township. In addition, there has been growing acceptance of the idea of, and hence the institution of, county school areas, district school areas and district boards of education. The result has been a significant decrease in the number of school boards, of which I spoke at an earlier point in this speech.

Apart from the mandatory nature of the Bill which created the township units in 1965, all other changes in school section boundaries have taken place only after study, recommendation, and action at the local level. In this process I would express appreciation of the important part being played by consultative committees in the formation of larger units of administration. The lay members of these committees and the school inspectors have spent many hours in studying local conditions and in formulating thoughtful recommendations.

While these have chiefly related to the public schools, it is possible where high school district boundaries are made coterminous with county school areas to establish boards of education. The first of these to be established under those conditions is the Board of Education of South-East Grey which became operative last January 1st.

\*\*      \*\*

### INFORMATION BRANCH

The importance of keeping people well informed regarding new trends in provincial education has been recognized by the establishment of an Information Branch in the Department. During its first eighteen months of existence it has built up a firm organization and effective procedures for carrying out its task of providing two-way channels of communication between the public, the teaching profession, and boards of school trustees on the one hand, and the Department of Education on the other. A steadily rising volume of business in the Branch, coupled with continuing press, television and radio coverage, have testified to the high level of public interest in our school system and its activities.

A project to which we are looking forward with some anticipation is the publication of a Department of Education official magazine. This Province is believed to be the only one without such a publication. It is expected that it will be a quarterly. It will carry articles of a general and authoritative educational nature, and news and comment related to the educational system and Department policies. Publication will be handled through the Information Branch.



Exhibitions have been used as a convenient method of familiarizing the public with educational developments, opportunities, and problems. Displays for these purposes have been arranged at Western Fair in London, the Central Canada Exhibition in Ottawa, and in Toronto at the Canadian Education Showplace, the Ontario Educational Association's Convention, and the Canadian National Exhibition. At the last named, a non-competitive Student Talent Festival was held for the first time in the Department's history, in which 258 students from 66 elementary and secondary schools took part.

Somewhat akin to this type of popular approach in informing the public about their educational system are the plans for involving the schools in the Centennial celebrations next year.

\*\*      \*\*

## CENTENNIAL PLANS

In order to keep the teachers of the Province informed on Centennial matters, Mr. Robert A. L. Thomas, Administrator of Centennial School Projects in the Department of Education, will publish a series of six newsletters. These newsletters will contain information about Centennial projects which are under way in various parts of the Province as well as suggestions and motivation concerning projects encouraged by the Department. In addition, the newsletters will contain information regarding Centennial activities being undertaken by other Government agencies at the Provincial and Federal levels, such as the Centennial Commission and Expo 67.

Each Ontario teacher will receive a Canadian Historical Calendar for 1967, which will focus attention upon significant events in Canada's past. Ontario schools, both elementary and secondary, will receive folders containing individual portraits of Fathers of Confederation, with a biography of each.

Folders of colored plates of various flags which have flown over Canada, with a historical explanation of each, are being prepared. Immediately before July 1, 1967, each school will receive a long-playing record of the story of Confederation from the birth of the idea to the entrance of each Province. The record will include narrative, excerpts of speeches and music, and special background material for the teacher will be supplied.

\*\*      \*\*

## NATIONAL HISTORY PROJECT

Honourable Members are well aware of my interest in history, which, thanks to our forthcoming Centennial Year, has become the growing interest of a great many other citizens as well. It has been a curious fact that throughout the Canadian school systems there has been no generally accepted treatment of the facts of our history. My Department officials and I have, therefore, been much interested in a proposed National History Project, to be conducted under the leadership of Mr. Bernard Hodgetts, of Trinity College School, at Port Hope. It is the hope of the sponsors of this project that it will be able to conduct a thorough investigation of history teaching in Canadian schools, and from that effort it will seek to develop the basic approaches which might be adopted by all Departments of Education



to the general advantage of our citizens. Other efforts along this line have been attempted in the past, but we strongly support this well-conceived study, and wish it ultimate success.

Before leaving this question may I advise the House that in connection with the 150th anniversary of Sir John A. Macdonald last year, we awarded 400 copies of the two volume biography of that great statesman by Professor Donald G. Creighton to those students who excelled in the study of Canadian History during their high school careers.

We have already made plans to present Professor Careless' two volume "George Brown of the Globe" to a similar group of students during the 150th anniversary of the great publisher's birth which occurs in 1968.

\*\*      \*\*

## SCHOOL GRANTS AND STATISTICS

One of the busiest divisions of the Department of Education's central office deals with the responsible task of calculating general legislative grants to school boards. In order to expedite the preparation of the information required in the grant calculation by the computer, equipment is being installed in the Grants Division to prepare punch tape from an adding machine. The practice of paying the grants in four instalments is being continued, and it appears likely that the final payment in the 1966 calendar year will be paid earlier than in 1965.

Our Statistical Services Division has now become an Education Data Centre, and a computer formerly used by the Treasury Department has now been turned over to the Centre for its use. With the new facilities available, a total information system is being developed with reference to pupils, teachers, finance, and buildings. The Data Centre has already established data processing services for the Ontario Teachers' Superannuation Commission, and has completed a major study of all retirements of pupils from the secondary schools of the Province, a study of particular interest at this time in the consideration of manpower needs.

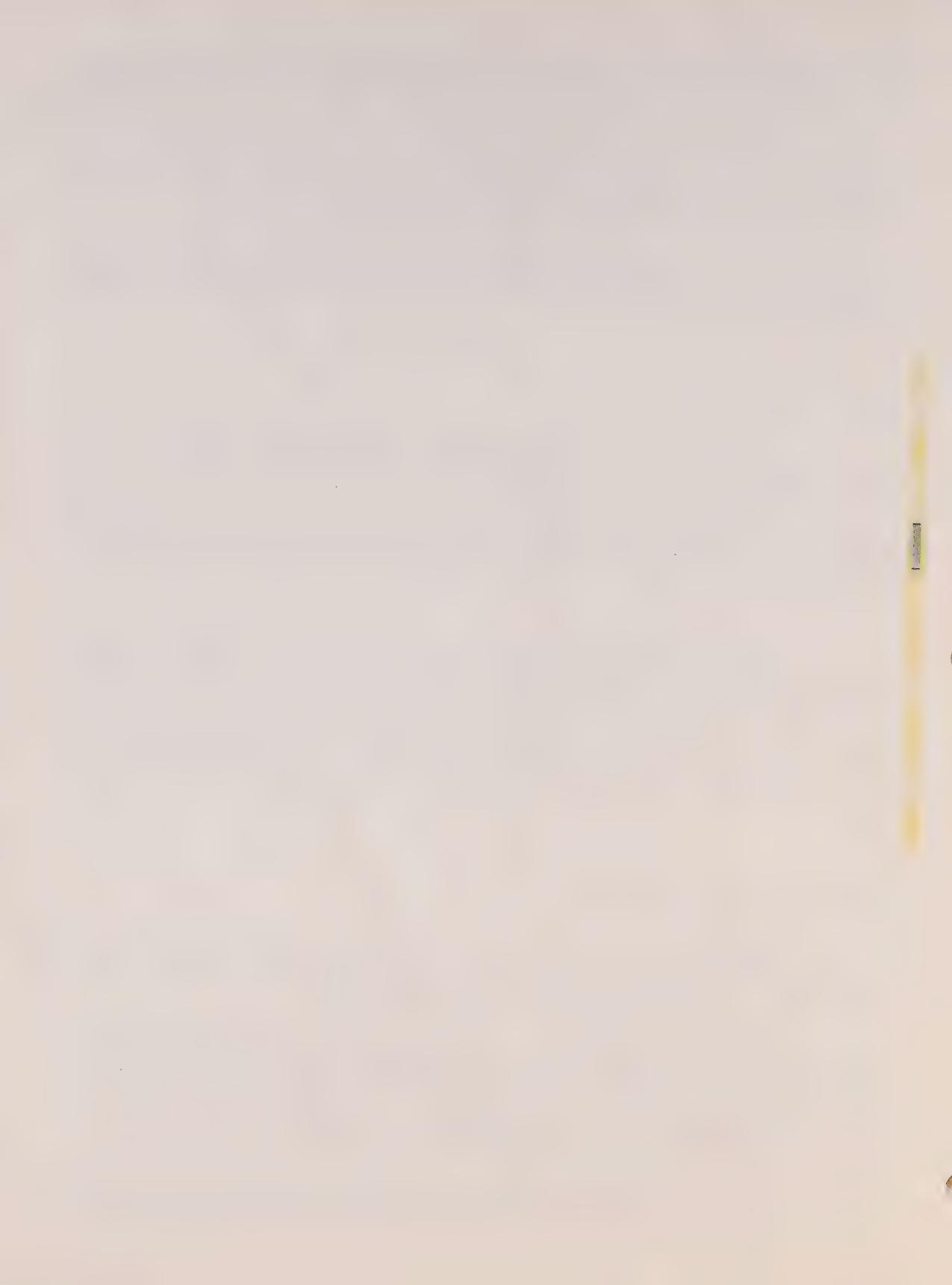
\*\*      \*\*

## RESEARCH AND INVESTIGATION

Mention of that study brings me to the fourth field I proposed to mention in this preliminary statement: that relating to educational investigations, inquiries and formal research, on issues of importance to the Department of Education.

The Division of School Planning and Building Research has continued its investigation of school facilities and is now completing material for brochures on library materials centres, business and commerce facilities, science laboratories and vocational shops. The division is also assisting trustees, educators, architects and engineers by providing an advisory service in matters pertaining to the planning of schools and new teaching areas.

The School Design Workshop program has been continued, with conferences being held in a number of centres across the Province. These have been well attended and



have served the double purpose of acquainting local school people, architects and builders with the experience of other communities, and of alerting officials of the Department to local problems in the field of school planning and construction.

\*\*      \*\*

## COMMITTEE ON RELIGIOUS EDUCATION

Another committee of exceptional public interest is the new Committee on the Teaching of Religious Education in Public Schools, which has been named and has begun its work under its distinguished chairman, the Honourable J. Keiller MacKay. A number of briefs have already been submitted to the Committee, and encouragement and opportunity will be given to individuals, groups and organizations, to place their views before the Committee in regard to this aspect of the school program.

\*\*      \*\*

## ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

You will recall, Mr. Chairman, that a year ago the Ontario Institute for Studies in Education was inaugurated by an act of this Legislature. In the months since then, substantial progress has been made in the organization of this highly significant institution of learning and research. It is composed of two former elements of the Ontario College of Education in Toronto - the Department of Educational Research and the Graduate School of Education. Next September, arrangements will be completed to merge the Ontario Curriculum Institute into the new structure.

Under the overall direction of Dr. R.W.B. Jackson, the new Institute is already deeply involved in several research projects, some relating to school finance, units of administration and time-tabling by computer. In its planning function, it is continuing to conduct population studies, and is studying educational television, computer-assisted teaching and programmed learning. Its expanded Graduate School is working in the field of special education and the educational needs of exceptional children.

I am more than happy to announce that Dr. J. Roby Kidd, one of the most respected adult educationists in the world, has been appointed head of the Adult or Continuing Education Division, and will take a high place among a staff of exceptional quality and distinction. It is anticipated that the new Institute will not only provide a program of educational research which is needed intensely in all aspects of this important human endeavour, but will remain closely related to the everyday problems of an expanding school system under constant challenge from the public.

In this survey I have now touched upon the four areas I mentioned at the outset of these remarks - programs and courses, extension of educational opportunities, progress in reorganization, and studies and research. There may be further details and additional topics in which Members of this House may be interested, and if so it is my hope that they will raise questions and give me the benefit of their counsel.

\*\*      \*\*



## CONCLUSION

In conclusion I want to express my sincere thanks to all Members for the continued interest they have shown in educational matters generally and for the assistance they have given officials of the Department and myself in interpreting local situations to us and in assisting in the solution of difficulties that are bound to arise in any educational system the size of our own.

I should like also to express my appreciation to the many persons and organizations across the Province who have gone far beyond the ordinary call of duty in furthering the best interests of education during the past year--such groups as the school trustees; the municipal councils; the teachers; the parents; the students themselves; and the representatives of the press, radio and television.

Among organizations to which public education is indebted I would name in particular the Ontario School Trustees' Council, the Ontario Teachers' Federation, the Ontario Educational Association, l'Association Canadienne-Française d'Education d'Ontario, and its English-speaking counterpart, the Ontario Federation of Home and School Associations, the Parent-Teachers' Association, and the Ontario Association for Retarded Children. Finally I would acknowledge with gratitude the unfailing assistance of senior officials and supporting staff members in the Department of Education itself.

\*\*      \*\*



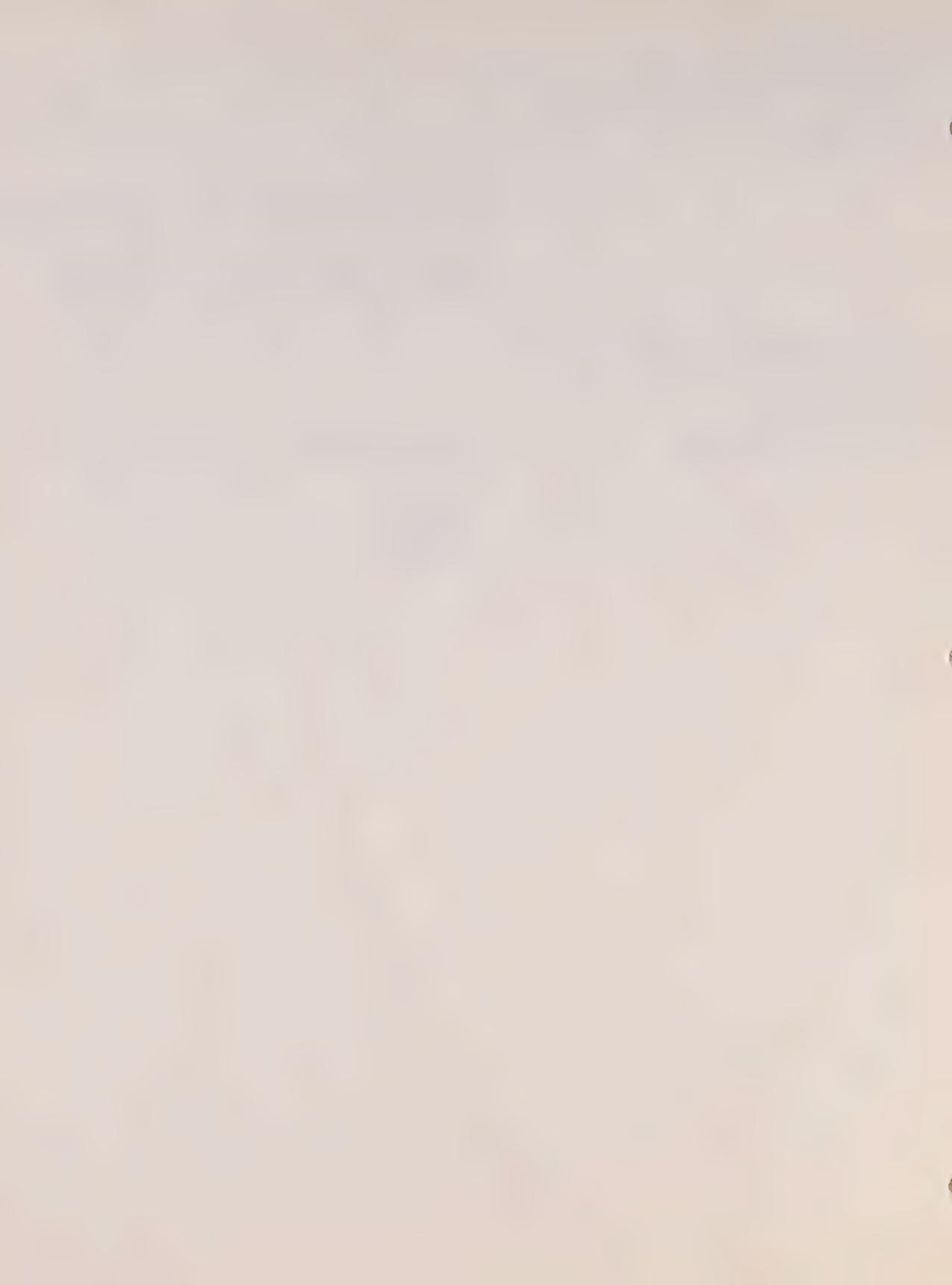
Statement by  
Hon. William G. Davis Q.C., LL.D.,  
Minister of University Affairs  
in presenting

# University Affairs in Ontario 1966

the Estimates of the Department  
to the Fourth Session of the  
Twenty-Seventh  
Ontario Legislature

June 16, 1966







MINISTER OF UNIVERSITY AFFAIRS

Mr. Chairman:

For each remaining year of this decade and probably beyond, it should be possible for the Minister of University Affairs to report to this House about record attainments in the field of higher education - new highs in enrolment, teaching staff, expenditures, operating grants, capital expansion, graduate work and so on. Certainly such is the case this year. Our universities have continued to expand at an accelerated rate to meet not only the pressing demands of the increasing numbers of young people who are proceeding to higher education but also the requirements of our society for graduates to undertake the many challenging tasks with which we are now faced. On every campus, throughout Ontario, we have moved forward at a rapid pace; a pace which has resulted in new facilities, new programs, and most significantly, new achievements. I am pleased, therefore, that in this year of significant accomplishments, the Department of University Affairs has been able to play a most important and constructive role. As our universities have expanded, and as their costs have increased, it has been necessary for the Province to increase the support it provides. As a result, in 1966-67, it is estimated that 54 per cent of university operating revenue in Ontario will come from the grants which the Legislature is being asked to approve. In this type of situation, having regard for the historical position of our universities, it is necessary that within Government there be an organization that is sensitive to their needs, to their keen desire to remain autonomous, and to the high degree of co-operation required if we are to reach the objectives that have been established. We feel, that in its first full year of operation, the Department of University Affairs has shown itself to be that type of organization and it is our intention to build on the strong foundation that has been established.

There is no doubt in my mind that the expansion of opportunity in higher education is recognized by the vast majority of Canadians as a social and economic objective which must receive high priority. To provide greatly increased numbers of our people with the opportunity for lives of significant accomplishment and to enhance the growth of productivity in our Nation as a whole, the system of higher education which now exists will continue to develop and expand in a dramatic way. To achieve this result will require greatly increased expenditures and this requirement is reflected in the Estimates which are now before you.



At the beginning of this statement I wish to stress that Ontario is most anxious to develop within its Provincial boundaries a system of higher education that will be in the best interests of our Nation as a whole. I believe that past achievements confirm this fact. Indeed, we welcome the opportunity to serve the National interest through our contributions to higher education and our plans are based on the premise that we must continue to do so. However, it is also evident that increased Federal support must be forthcoming if we are to meet both our Provincial and National needs. In the course of my remarks I should like to make further comment on this important matter.

The Estimates provide for the increased support that is necessary not only for the operation of our universities but for the addition of new facilities. At the same time, they reflect the need to provide for increased assistance to students as well as to give specific support to certain research projects within our universities. I should like to comment at some length on each of these areas. Before doing so, however, perhaps I could begin by drawing attention to certain matters of interest which relate to the over-all pattern of university development.

## ENROLMENT

A year ago I drew to the attention of the House the fact that our projections of student population indicated that the universities would have accommodation for all qualified students who wished to attend in September, 1965. Actually, there was some excess space even though the numbers reached 52,701 in Provincially Assisted Universities and Colleges, an increase of 7,849 or 17 per cent over the previous year. Of the total of 52,701 students, 16,700 were enrolled for first year degree programs in Provincially Assisted institutions so that the number in the freshman class in 1965 was more than 50 per cent of the number enrolled in Grade 13 in September, 1964, the class from which the great majority were drawn.

There were 6,876 graduate students enrolled in 1965-66, an increase of 1,348 or 24.4 per cent over the number for the previous year. This represents a phenomenal growth in this area and is 65 per cent ahead of projections made four years ago. Indeed, the estimate of 8,285 graduate students submitted recently by our universities for September, 1966, is in excess of the numbers projected for 1970-71 as set out by the Committee of Presidents in their Report of 1962.

The members of the House will be interested in the number of students from outside Ontario attending Provincially Assisted institutions. There were 4,216 students from other provinces and 4,391 from outside Canada for a total of 8,607. The percentage of foreign students is, therefore, 8.8 per cent of the total. The best figures available indicate that the number of students from Ontario studying elsewhere is about in balance with these figures.



The projections for next year indicate that there will again be adequate accommodation for all those who meet minimum admission requirements. Lest anyone take this accomplishment lightly, I should point out that a few years ago it was predicted that the greatest difficulty in meeting enrolments in the 1960's would be September, 1965, and September, 1966. At the same time, many other jurisdictions have encountered real difficulties in providing for their increased enrolments. An article in the issue of THE CHRISTIAN SCIENCE MONITOR for 23rd October, 1965, entitled "Colleges Feel Impact of Crush" had this to say:

"To cope with the hordes of students, the public institutions have started classes in early morning and run them late into the night. .... And they have shut the doors on thousands of qualified applicants for lack of space. In New Jersey, 25,000 were turned away, some of them honour students and valedictorians. In North Carolina, it was 5,000. The University of Illinois alone had to reject 7,000."

Last year THE NEW YORK TIMES reported that,

"the eight Ivy League colleges will send out 50,000 letters to anxious high school seniors in all parts of the country."

"About 14,000 of the letters will tell the recipients that they have been accepted at Harvard, Yale, Princeton, Cornell, Pennsylvania, Dartmouth, Brown or Columbia. The 36,000 other letters will be rejections."

The achievement in Ontario has been made possible by the dedication and hard work of the teachers, administrators and other staff in the universities and colleges. To them must go the thanks and the gratitude of our whole society for their splendid efforts to maintain the quality of the educational programs at a time when the demands of quantity are so pressing.

## STAFF

The number of full-time academic staff in the Provincially Assisted Universities stood at 3,733 in 1965-66, an increase of 486 over the previous year. The year before that the increase was 440. It is anticipated that the increase for 1966-67 will be substantially higher than for the last two years. The increase in the number of students in our graduate schools, the development of new programs such as those leading to the Master of Philosophy degree and continued recruitment from jurisdictions outside Ontario and Canada will all be required in future years to provide the numbers necessary to staff our institutions. Dr. Edward F. Sheffield, Director of Research for the Association of Universities and Colleges of Canada, is reported to have said last fall that he did not think we had an impossible problem in the recruitment of university teaching personnel. I believe his statement is worth repeating here. He said:



"I offer as evidence that in the last ten years we have expanded our university system by increasing the student body two-and-a-half times and the staff has increased in proportion.

The first measure of its quality, which is the first question that I suppose would occur to you - the easy one - is whether the proportion with the doctorate has gone up or down. It's gone up. On the question of whether we must have Ph.D.'s at age 30 or more, you will be interested to know that while we keep talking about this as if it were the requirement for entry into the teaching profession in the universities, about one in three of those we hire have it at the time we hire them, and less than half of the total of university personnel in Canada have it now.

We talk a great deal about the paucity of doctorates produced in the Canadian universities as if this were the only measure of our capacity to get appropriate numbers of people, and we cry havoc because we see that 2,800 new staff members will be required each year, and we produced only 421 Ph.D.'s. in the last year of record, or something like that.\* We are not depending on the production of our own graduate schools, much less on the production of doctorates in our own graduate schools, to staff the universities - not wholly. Indeed, I suppose about a third of those we do produce do get into the university teaching profession. We are depending, have depended, will depend and, I think, can successfully depend, on sources outside the country, not just of immigrants, but of Canadians who go abroad and then come back to serve in their own institutions.

In summary, Mr. Chairman, I can't be as pessimistic as some people about this. We've worked hard on this problem, we have solved a good part of it in the last ten years and I think, because the problem isn't going to be relatively, in the future, we'll solve it again."

Almost any list of appointments of academic staff to our universities verifies Dr. Sheffield's conclusion that we will be and are able to recruit successfully in what has become a highly competitive international market. One of the gratifying aspects of the recruitment of staff members from outside Canada is that a good proportion of them are Canadians who have studied and taught elsewhere for a number of years and are now returning to take positions in our rapidly expanding institutions.

The Department of University Affairs felt that this group, in particular, might be attracted to teaching opportunities in Ontario universities if they were fully aware of both the enlarged scope of our system of higher education and the many teaching posts that are or would be available. As a result, in the spring of 1965 letters were written to the appropriate officials of a large number of universities in the United States and Great Britain, including the various colleges of both Oxford and Cambridge, to suggest that Canadian graduate students undertaking work with them might be interested in university

\*Actually there were 421 in 1962-63, 481 in 1963-64, and 569 in 1964-65.



teaching careers in this Province. At the same time copies of a publication giving information about the system of higher education in Ontario and a copy of the latest edition of the bulletin OPENINGS IN CANADIAN UNIVERSITIES AND COLLEGES, which is prepared three times annually by the Association of Universities and Colleges of Canada, were forwarded. This communication was followed up in December, 1965, and February, 1966, when new editions of the same publication were sent to each institution.

Replies were received from many of the foreign universities indicating that the information would be passed on to interested students, Canadian or otherwise. The officials of graduate schools were pleased to have the information provided and encouraged the Department to continue to make it available. In the light of this favourable response, it is the intention of the Department of University Affairs to continue to forward up-to-date material in the hope that a significant contribution can be made to the recruitment of capable teaching staff for our universities. This effort is consistent with Dr. Sheffield's viewpoint that we must continue to look beyond our own boundaries for some of our teaching staff. Our universities would want to do this under any circumstances since the strongest educational program is likely to result from a teaching staff representative of the widest range of background and experience. At the same time, however, in the face of increasing enrolments it was realized several years ago that Ontario would have to rely increasingly on its own resources and abilities to provide much of the teaching staff required. It is for this reason that we introduced the Extended Graduate Program and the Province of Ontario Graduate Fellowships. The positive results of these efforts are, I believe, reflected in the statistics about graduate enrolment and faculty numbers which I cited a few minutes ago.

## DEVELOPMENTS AT NEW UNIVERSITIES AND COLLEGES

Since I reported to the House one year ago, York University has moved to its 475 acre main campus at Steeles Avenue and Keele Street. Its first complex of basic buildings has been completed and forms the basis for rapid expansion by the addition of other colleges and facilities.

Scarborough College was not ready to receive classes in September because of unforeseen construction delays but students were housed in temporary accommodation on the Main Campus until January, 1966, when they moved to their new building. This college is capable of accommodating 1,500 students so that there is considerable room for increased enrolment. The planning for Erindale College is proceeding well and it is expected that it will open in temporary quarters in September, 1967.

The first buildings on the DeCew Campus of Brock University are under construction and it is anticipated that the main building will be ready for occupancy in the early fall of this year. In the meantime, the Glenridge Campus is being used to capacity by the University itself and by the Teachers' College. Ultimately, a new Teachers' College, for which the plans are now being prepared, will be erected on the DeCew Campus and will provide an opportunity to extend the close co-operation which has existed between the University and the College.



A somewhat similar stage of development has been reached at Trent University. The first building on the main Nassau Campus, Champlain College, is well along towards completion and will be available this year. In the meantime, the facilities in downtown Peterborough have been expanded to meet the needs of a growing student body.

The University of Guelph has made remarkable progress in its plans to develop its large campus site. Already a new residence has been completed and has been in use since early in the year. Several other capital projects are under way. The University decided to move towards greater utilization of its capital plant by introducing the trimester system. The first class to enter under this organizational pattern enrolled in April, 1966. The enrolment of full-time students is 309 and there are 31 special students for a total of 340. The University is quite pleased with the initial response to its year-round operation and anticipates that as the concept becomes more widely known the enrolments in the summer semester will increase.

The development of an organization on each of these campuses puts us in a very strong position to cope with the required expansion in the years ahead. Before these new institutions were created, and in the period while they were assembling staff and planning programs, we had to rely on the older institutions to carry the major share of the load created by increasing numbers. Now, with the new organizations over their initial period of development and with the experience they have gained in the process, we have resources capable of expansion to meet whatever the demands of the future may be.

At the same time, we have our well-established universities which have also been pursuing programs of rapid expansion. They have done a remarkable job and have assumed their full share of the task confronting all our institutions.

## SPECIAL PROJECTS

A number of areas of special need have received the support of the Department during the last year. Some of the projects are continuations and extensions of programs commenced at an earlier date; others were inaugurated more recently. I should like to draw particular attention to four of them as representative of the efforts being made to meet the varied demands of a growing university system.

### Ontario New Universities Library Project

As the Members know, the Ontario New Universities Library Project was begun in the fall of 1963. Under the plan, five new institutions were to receive basic libraries of more than 35,000 volumes each. Because of central ordering and processing, much costly duplication is being avoided while at the same time the necessary purchase and preparation of materials is being carried out in a more rapid and more effective manner than would otherwise have been possible.

At 31st January, 1966, the project's staff had selected and ordered 31,200 titles; of this figure 19,000 titles in a total of 128,000 volumes (for all five collections) had been catalogued and shipped to the participating institutions. Dr. Robert Blackburn, Chief Librarian, University of Toronto, who is directing the Ontario New Universities



Library Project, in his latest report indicated that the Project is well ahead of schedule and that because the cost per volume has been lower than originally estimated and the range of publications provided has been more extensive, original targets have been revised upward. Instead of providing 17,500 titles in 35,000 volumes for each participant as originally expected, the project will now provide about 34,000 titles in 40,000 volumes by June of 1967.

At the same time, Dr. Blackburn in his report on the development of the Project made the following statement: "The publication and cumulation of monthly catalogues in book form, covering all five collections, began early in 1965. The first general cumulation of the author-title catalogue ..... was distributed in January, 1966, and the subject cumulation in February. These catalogues, compiled and cumulated by computer, have attracted wide interest among libraries around the world. Accounts of the Project and its catalogues have been published in the professional literature."

LIBRARY SCHOOLS

At this time last year I announced a comprehensive program to increase the number of trained librarians in this Province. I am pleased to report that significant progress has been made in developing that program.

At the University of Toronto new and expanded quarters were provided and the number of students working towards a degree increased in September, 1965, from 100 to 150. Plans are well advanced for the construction of the new Humanities and Social Sciences Research Library in which an expanded Library School will be accommodated with provision for an enrolment of 400 students.

The new Library School at The University of Western Ontario is being developed at an accelerated rate. A new Dean was appointed last year. Considerable progress has been made in preparing the professional program that will be offered, in engaging staff and in building up the collection of literary material that will be required. The first class will be admitted in September, 1967. It is planned to provide for an enrolment of 60 to 70 students.

The change of status of the University of Ottawa has made possible the provision of Provincial resources for the Library School on that campus. As a result, new and enlarged temporary quarters have been acquired and will permit further development of the School pending the provision of a wholly new structure in the near future.

#### Television Facilities

Relatively wide use of television as a teaching medium was carried out by several Ontario universities during 1965-66. The University of Toronto and York University, which had inaugurated the service at an earlier date, continued to make extensive use of closed-circuit facilities in several departments and faculties. Carleton University was



among the institutions to initiate a similar service. The University of Windsor has also announced plans for the introduction of closed-circuit television at that institution as well as studies to evaluate the effectiveness of the experiment.

With substantial assistance from the Province, extensive television facilities were established in the new Scarborough College building. The facilities will allow for the use of the medium not only within the College itself but for eventual transmission to and from the St. George Campus of the University of Toronto as well as the Erindale College Campus. It is contemplated that the Scarborough television organization will also be used by other Ontario universities both for the training of personnel in the medium and the creation of teaching tapes. As a community service, in co-operation with the local television channel, the College began a series of public interest presentations entitled "From Scarborough College."

McMaster University also worked in co-operation with the local station to present university programs to the general public. In this case, degree courses in three subjects were offered. On the basis of financial assistance provided through The Ontario Universities Capital Aid Corporation, McMaster began a substantial expansion of its closed-circuit equipment. Consistent with this expansion it was announced that, for several courses, instruction would be viewed simultaneously by classes in actual attendance and by others watching monitor sets. Tapes of each lecture can then be used for presentation to evening students enrolled in the same course. University officials have agreed to undertake a careful study of the impact of the use of television as a teaching instrument from the standpoint of both educational results and related costs.

#### "Horizons"

In 1965, the Department of University Affairs issued the first edition of the publication HORIZONS - A GUIDE TO EDUCATIONAL OPPORTUNITIES IN ONTARIO BEYOND THE SECONDARY SCHOOL. This booklet of 48 pages contained information on a number of important aspects of our post-secondary programs including admission requirements, courses and facilities. The booklet was distributed to each student in Grade 12 and Grade 13 in the Province. In addition, hundreds of copies were distributed in response to individual requests. In all, 135,000 copies of HORIZONS were sent to interested people not only in Ontario but throughout Canada and, indeed, beyond our borders.

The response to the booklet has been most encouraging. Students, parents, secondary school teachers and university officials all indicated that HORIZONS had filled a real need for young people seeking information about the possibilities of further education. Encouraged by this, a second edition was prepared for 1966-67. It has been distributed and has met with the same favourable response.

\*\*      \*\*



## COMMITTEE ON UNIVERSITY AFFAIRS

In the course of dealing with the many facets of higher education that arise from Government-University relationships, I have had the sound advice and counsel of the Committee on University Affairs. The Committee has been most active. During 1965 it held twenty full meetings and, in addition, made four formal visits to Provincially Assisted Universities. Since the beginning of 1966 the Committee has held eight business sessions and has visited five more universities with one additional visit planned for later this month.

Further, three subcommittees were organized to give more detailed study to the particular areas of student awards, finance, and graduate studies and research. In all cases several meetings have been held and the results of the studies reported to the full Committee.

As can be seen, therefore, the members of the Committee have given a great deal of time to the many matters that have come before them for consideration and advice. The contribution which has been made by these able citizens is most significant and will have a lasting and positive effect on the development of this level of education in this Province.

I, would, in particular, like to pay tribute to three gentlemen who served on the Committee with distinction.

Dr. Joseph A. MacFarlane was appointed to the Committee on University Affairs in November, 1964. His long and varied experience in academic circles was most useful and helpful to his colleagues. His special interest in student awards found expression in his Chairmanship of the subcommittee dealing with this area. After little more than a year's service, Dr. MacFarlane died in March of this year. His loss will be sorely felt by his colleagues but we are grateful for the splendid contribution he was spared to make.

The Honourable T. D'Arcy Leonard and Dr. Floyd S. Chalmers both were appointed to the Committee in 1961. The thorough study which they gave to the varied matters which came before them was well-known and respected by all members of the university community. Their advice and sound judgement during a period in which a number of our institutions were in their formative years was of the greatest value to the whole area of higher education. It is most unfortunate, therefore, that their many and varied interests made so many demands on them that during 1965 they found it necessary to retire from this advisory body.

Finally, I should note that one new member was appointed during the year in the person of Mr. J. O'Neill Hughes. Mr. Hughes has had previous experience in the service of higher education and we are pleased that he agreed to continue his association in this new capacity.



## OPERATING GRANTS

It might be helpful to the Members if I were to review briefly the procedure by which the operating grants to our universities are determined. By November, each university submits certain statistical information in which it shows the fee structure for the institution, the enrolment by faculty and year for the current academic session, the estimated enrolment for the next year, the number of academic staff and the anticipated increase. In addition, a two-page financial statement is submitted showing under broad headings the expenditures and receipts in actual amounts for the previous year, budgeted amounts for the current year and estimated budgeted amounts for the next year. Often the university supplements these data with a brief describing the program it proposes to undertake. The information collected is the minimum possible if an objective judgement is to be made about the institution's requirements.

The Committee on University Affairs considers each submission and arranges for representatives of the institution to meet with the Committee so that all necessary information is available to it. When all have been heard the Committee prepares its recommendations and forwards them to the Minister. These recommendations are then taken before the Treasury Board for its consideration.

For the last two years the Committee on University Affairs has been working towards the development of a formula for the payment of operating grants. The data provided in the submissions have been used on an experimental basis and several different methods have been tried to arrive at an acceptable pattern. In addition, officials of the Department have visited other jurisdictions, including California and Michigan, to study the procedures in use there. During the past several months, a subcommittee of the Research Committee of the Committee of Presidents and a subcommittee of the Committee on University Affairs have been meeting jointly to try to evolve a pattern which will meet the situation in Ontario. The complexities and the difficulties in arriving at a suitably-weighted formula to take into account the different programs offered by each institution, the number of students in each program, the number of graduate students, the cost of one faculty compared with another, the special problems encountered by new institutions, and the like, are very great. We are hopeful, however, that by next year we will have a formula that will at least be applicable in the areas common to most institutions. There will still be the necessity, however, to give additional consideration to the unusual situations which are difficult to provide for fully in any formula as, for example, the special requirements of the newer universities.

This past year the Committee on University Affairs had done considerable work with formula patterns in relation to this year's recommendations when the Federal Government announced an increase in the per capita grant for operating costs from \$2 to \$5. In the past, the annual per student grant realized from this source has shown wide fluctuations from year to year because the student population has been increasing at a much more rapid rate than the general population. As an example, in Ontario the \$2 per capita provided a per student grant of \$360 in 1962-63 which had gone down to \$245 in 1965-66. Since the actual per student amount is not known until nearly a year after the time when the Committee on University Affairs has to make its recommendations, it was estimated that the figure would be \$210 for 1966-67. It had also been considered that if



the grant went to \$5 per capita, as had been recommended in the Bladen Report, the per student grant would be \$525. By either calculation the amount of grant from the Federal source based on the established pattern could be fairly well determined in advance and shown as income in the university's budget.

The Bladen Report recommended that Federal grants "be distributed according to a formula of weighted enrolment, the weights to be determined by each province for the universities within its boundaries". However, instead of following the Bladen recommendation the Federal Government adopted its own formula for the distribution of its grants within each province. I am told there is some doubt about the adequacy of the formula used. Whether or not that be so, the nature of the formula adopted by the Federal Government made it impossible at the time to determine the amount of grant from that source to any particular institution. The reason for this situation is that the formula is based on enrolments in particular programs and in particular years of the programs in September, 1966. These enrolments, against which certain weights must be applied, are not yet known. The weighting feature will lead to great variations in the over-all per student grants paid to particular universities. It is for this latter reason that it was found impossible to estimate with any degree of reliability the amount that would be received by a university from the Federal source to be applied to the needs indicated by the university.

After giving full consideration to the implications of the Federal formula, the Committee on University Affairs decided to recommend a guaranteed amount to each university from both sources of government, Federal and Provincial, taken together. This means that the Province will make advances on its grant to a particular university in July and November, 1966, will add the amount from the Federal source, which will be known in February, 1967, and will then make a final payment in March, 1967, to make up the balance of the guarantee. As a result, the amount to be received from the Province by a particular university cannot be shown in the Estimates this year as was the case in previous years. At the time the announcement about the guarantees was made, I indicated the total to be received by each university from the two levels of Government. I have had a copy of that information made for distribution to the Members.

The total amount to be provided by the Province in operating grants this year is \$81,248,000. This is an increase of \$20,305,000 over the sum of \$60,943,000 for 1965-66. In addition, the sum of \$9,400,000 is provided to meet the total annual payment on debentures for capital purposes issued by the universities and purchased by The Ontario Universities Capital Aid Corporation to make a total of \$90,648,000 from the Province. The over-all total from the two levels of government is estimated at \$111,848,000 plus the \$9,400,000 for capital payments, or \$121,248,000.

In spite of the magnitude of these figures our studies show that the amount of support for operating purposes required by our universities will increase sharply in the years to come. If these costs are to be met adequately it will require a major increase in the Federal contribution. Even with the rise in the Federal grant to \$5 per capita in 1966-67, the amounts being received from that source will meet but a relatively small proportion of the university operating costs. Nor, in my opinion, will the level of increases called for in the Bladen Report be nearly sufficient. Indeed, not only the amounts but the methods of calculation of Federal assistance require drastic revision. This



point was forcefully made by the Prime Minister of Ontario at the Federal-Provincial Conference last July when he said:

"the present method of calculating Federal grants for operating purposes is totally unsatisfactory. The method of calculating the amount of total payment to the universities of any province on the basis of general population, at a time when university enrolments are increasing at a much more rapid rate, has had serious adverse effects on Federal grants when measured on a per student basis."

For this reason, Ontario contends that any Federal support for operation costs of universities should be calculated on a per student basis. In this way assistance would be directly related to the number of students which any province was educating at the higher levels and would be consistent with the belief that in providing opportunities to these young citizens a significant contribution is being made to the Nation's future.

## CAPITAL GRANTS

Reference has already been made to the amount included in the Estimates to defray the cost of the annual payments on debentures purchased from the universities by The Ontario Universities Capital Aid Corporation for capital purposes. The amount allocated for advance to the universities in 1966-67 is \$150 million, an increase of \$50 million over the amount made available in 1965-66.

On the over-all capital program for the five-year period 1966-71, the planned total expenditures of Provincially Assisted Universities is estimated to be \$803 million, allowing for a 4 per cent annual price change increase over the period. If construction continues at the anticipated rate, and it is evident that this will be necessary to meet the expected enrolments, and if construction costs continue their present upward trend, the final amount will be considerably in excess of \$803 million. This amount is exclusive of the cost of the facilities in the Health Sciences program which is being developed as a separate entity and which will also be a heavy charge on the Province.

Under present financing policies, the Province of Ontario would have to provide a minimum of \$608 million of the \$803 million through The Ontario Universities Capital Aid Corporation. Of the difference of \$195 million, about \$60 million could be financed by university borrowing from Central Mortgage and Housing Corporation, entirely for residences, leaving approximately \$135 million to be raised through campaign funds. The consensus is that funds of this magnitude will not be available from the private sector of the economy. This situation points up the necessity for new resources to be made available to the Province to enable it to relieve the universities of a considerable proportion of the financial burden they are attempting to bear.

Apart from grants made some years ago through The Canada Council, the Federal Government has not provided financial assistance towards the cost of capital construction in our universities. The Report of the Bladen Commission recommended that capital grants



be provided by the Federal Government on the basis of \$5 per capita each year and that the amount so calculated be distributed to each province in the proportion that that province's population bears to the total population of Canada. Although the Government of Ontario supports the Bladen Commission's recommendation that the Federal Government participate in the financing of capital construction at universities, it is felt that a different method of distribution should be used and that the level of support should be very much greater. Under the terms of the Bladen Commission recommendation, the Province of Ontario would be entitled to approximately \$35 million in 1967-68. In the light of the proposed expenditures which I have outlined, it is obvious that the sums required from the Federal Government will have to go well beyond the recommendation.

Last year the Province of Ontario pointed out that it supported the recommendation made in the Report of the Royal Commission on Health Services, that the Federal Government provide one-half of the required expansion and renovation of medical schools, dental schools and other Health Sciences teaching facilities. Our support was given to this proposal because the education of Health Sciences personnel is in the National interest. Ontario believes that an educated population is also in the National interest and for this reason facilities for all university programs should be deserving of similar support at the National level. We are still convinced that our position in this regard is a sound one and that, therefore, the Federal Government must provide funds to meet one-half the approved cost of construction of capital projects, approved costs to be determined by the Province on the basis of agreements reached with the Federal authorities. This can be done in a manner consistent with the method in use under the terms of the Technical-Vocational Agreement whereby the Province finances the full amount of approved costs and recovers one-half of those costs from the Federal Government. We consider that this method will provide the best opportunity to ensure both co-ordination of effort and flexibility in planning by the Provincial authorities. At the same time, bearing in mind the fact that the Provincial Government is required to finance 50 per cent of approved costs, the method will give full assurance that the utmost economy will be exercised in making money available to the universities.

Even without Federal assistance the extent of the grants from the Province for the capital program in Ontario bears comparison with the most favoured jurisdictions elsewhere. For example, in the State of Michigan, which already had an enrolment in its State Colleges comparable to that in Ontario in 1965-66, the provision for capital expansion was \$18 million. The universities, with double Ontario's enrolment, received \$21 million. Together the sum was \$39 million for capital development compared with \$100 million here.

In Ohio, two bond issues for university expansion were approved, one in 1963 and the other in 1965. The total amount of these issues, less recoveries, is \$320 million. The money is intended to cover capital programs that will in several cases extend to 1970 and beyond. In contrast, in Ontario, since the beginning of the fiscal year 1963 and including the current budget, \$340 million has been provided and it is estimated that each year from now to 1970 will require additional Provincial support of at least the level of the \$150 million provided this year, including the provision for the Health Sciences expansion.



The program for the education of personnel in the Health Sciences, announced in October, 1964, is being implemented with due regard for the detailed planning necessary, not only in the individual institutions but also on a Provincial basis, to ensure a co-ordinated and integrated approach to this complicated area where the increase in new knowledge and developments in the prevention and cure of human illness stagger the imagination.

At the Provincial level, the program is being developed through a Senior Co-ordinating Committee established by the Minister of Health and the Minister of University Affairs. This Committee is made up of the Deputy Minister of Health, who acts as Chairman, The Deputy Minister of University Affairs and The Chairman of the Ontario Hospital Services Commission. The Committee has the advice of technical staff from the two departments and the Commission. Personnel have visited new facilities in a number of jurisdictions including British Columbia, United States, Great Britain and Sweden to make certain that latest developments are incorporated in the new plans for Ontario.

Over the last several months, the Senior Co-ordinating Committee has held a series of meetings with representatives of the institutions and organizations concerned. The first meeting brought together the Chairmen of the Boards of Governors, the Presidents and the Deans of Medicine of the universities where Health Sciences programs are in existence or are contemplated. Later, meetings were held with the Deans of Medicine, the Deans of Dentistry, the Directors of the Nursing Schools and those concerned with Rehabilitation Medicine.

The purpose of these meetings was to establish the requirements at each institution and to consider these in the light of the over-all Provincial needs. More recently, the whole program was presented to the Committee on University Affairs. Out of these deliberations has come a master plan for the education of Health Sciences personnel in Ontario to serve as a guide for the next ten to fifteen years.

In the meantime, plans consistent with the proposals made in October, 1964, have been proceeding. At The University of Western Ontario, a Medical Sciences Building, which had already been approved, was completed and opened in 1965. In February, 1965, Dr. W. J. Dunn was appointed Dean of the new Faculty of Dentistry and began to recruit his staff. Together, they developed plans for a new Dental Science Building. The final plans and specifications will be ready shortly and it is expected that construction will get under way in the very near future. In the meantime, the Faculty of Dentistry will enrol its first students in a pilot class in September of this year.

The new University Teaching Hospital, having a capacity of 405 beds, is being planned for the campus by the London Health Association in conjunction with the University authorities. The Ontario Hospital Services Commission has authorized the engagement of architects and the first schematic drawings have been prepared.

At McMaster University, the two major developments announced in October, 1964, were the Medical Sciences Building and the University Teaching Hospital. In 1965, Dr. John Evans was appointed Principal of the Health Sciences College and Dean of the Faculty of Medicine. He has recruited a number of senior academic staff and plans



for the Medical Sciences Building and the University Teaching Hospital are being developed as rapidly as circumstances permit.

At the University of Toronto, the major development is the Medical Sciences Building which is well along in the planning stage. This is a major undertaking since it will be the central facility for students who will receive their clinical experience on a decentralized basis in the Primary Teaching Hospitals and University Affiliated Hospitals. With the new Medical Sciences Building, it will be possible to increase the graduating class in medicine at the University of Toronto by 75 doctors a year.

At Queen's University, the major projects are a new Medical Sciences Building and the renovation of the Kingston General Hospital to make it a more adequate University Teaching Hospital. In a letter to the University, under date of 19th May, 1965, approval was given to proceed with preliminary staff planning of the Medical Sciences Building. The decision to construct this facility was dependent on the availability of an adequate site and access to the required number of hospital beds in the Kingston General Hospital.

In addition to the projects announced in October, 1964, other facilities to permit an increase in the number of personnel in several of the paramedical areas are being planned at the institutions to which reference has already been made and also at the University of Ottawa. The total program will proceed over the next several years. Progress to date has been most gratifying and the officials and academic staff at the five universities and in the primary teaching and affiliated hospitals deserve the highest commendation for their accomplishments in the implementation of the program. With the co-operation and assistance of officials and departments of Government, there is every confidence that they will provide this Province with the most comprehensive and modern program for the education of Health Sciences personnel available in any jurisdiction to-day.

## STUDENT AWARDS

During its first year of operation the Department of University Affairs administered a number of student assistance programs including the Province of Ontario Graduate Fellowships, the Scholarship, Bursary and Loan Assistance Fund, and the Canada Student Loans Plan, the latter for the Federal Government. The Department of Education continued to administer a number of programs in this area where the assistance provided was for students going on to post-secondary institutions. Now all these programs, except one specifically related to the work of the Department of Education, have been brought together under one jurisdiction in the Student Awards Branch of the Department of University Affairs. This change will make possible a co-ordinated and integrated approach to this important area. The Student Awards Officer in charge of this Branch is Mr. F. C. Passy who was formerly responsible for the administration of student aid at the University of Toronto. I should like to comment on each of the programs administered by the Department and to give the House information about their development.



## Province of Ontario Graduate Fellowships

This program which was begun in 1963 has had a major bearing on the development of graduate work in Ontario universities. The growth in the number of awards for full-time study during the academic session has been at the rate of 400 per year from 782 in 1963-64 to 1,572 in 1965-66. The number of awards for the summer session has gone up at the same rate from 751 in 1964 to 1,110 in 1965.

For the academic session 1966-67, the number of full-time awards will be increased to 2,000, with the number allocated to each institution based on its proportion of graduate students in the particular disciplines in 1965-66 as reported by the universities. The universities administer these awards, select the recipients and report their names to the Department. These awards, along with the additional funds made available for the development of graduate facilities, have made possible a faster rate of growth in enrolments in our graduate schools than in the undergraduate area. When it is borne in mind that all recipients of the awards have expressed the intention to become teachers at the level of higher education, it will be seen that the program is making a substantial contribution to the staffing of our institutions.

Some extension of the benefits available under this program has been made for next year. Recommendations made by the Committee of Graduate Deans and accepted by the Department mean that a student may now receive in total up to \$2,500 at the Master of Arts degree level, \$4,500 at the Master of Philosophy level and \$6,000 at the Doctor of Philosophy degree level. The former limit at the doctoral level was \$4,500. In addition, students are permitted to accept in any twelve-month period other awards having a value up to a total maximum, including the Fellowship, of \$3,500 at the Master's level and \$4,000 at the doctoral level.

With the increase of numbers and the extended benefits, provision has been made for an amount of money 25 per cent above the \$3 million allocated last year so that the total is \$3,750,000 for 1966-67.

## Queen Elizabeth II Ontario Scholarships

These awards were established in 1959 to commemorate the visit of Her Majesty the Queen to Ontario that year. The awards are administered by a Committee of Presidents of Ontario universities. Each award has a value of \$4,000 and this year there were seven winners of these highly-prized Scholarships. They are held by candidates who have outstanding academic records, who have completed at least two years of graduate work beyond the Ontario Honours B.A., or its equivalent, and who are nearing completion of the Doctor of Philosophy degree.

## College of Education Fellowships

These awards were established last year and are given to encourage highly qualified honour graduates to enter the full-time training program for teachers at the secondary school level. Every student who enrols in a program leading to a Type A or Specialist Certificate at a College of Education is eligible for a Fellowship of \$500. There were 245



awards in 1965-66 and provision has been made for 500 in 1966-67 for a total of \$250,000, an increase of \$50,000 over the amount provided last year.

### Province of Ontario Library Fellowships

This is a new program for 1966-67 established to encourage students to proceed to the degree of Master of Library Science. It is the hope that a greater number of graduates will go on to become teachers in the Library Schools or assume responsibility at the senior administration level in our larger public and university libraries. Candidates must hold the degree of Bachelor of Library Science with at least second class honours standing. The awards are made on the recommendation of the Director of the Library School and for next year ten awards of \$1,500 each will be available.

### Summary of Provincial Graduate Awards

In the area of assistance to graduate students the number of awards in 1965-66 was 1,825. This figure will be 2,519 in 1966-67 for an increase of 694. In terms of financial assistance the amount of money in 1965-66 was \$3,226,000. The comparable figure in 1966-67 will be \$4,047,000 for an increase of \$821,000.

An interesting comparison can be made with the amounts provided for its awards program by the National Research Council which will, in 1966-67, grant a total for all of Canada of 1,705 awards having a value of \$4,564,000. The total number of awards under Ontario's graduate programs exceeds the total national figure for the National Research Council by 814 awards and is within \$517,000 of the total amount of money provided by the Federal Government for this purpose through the Council.

### Other Graduate Awards

In addition, there are awards made through programs such as the Woodrow Wilson Foundation, industrial and commercial organizations, the universities themselves, and a number of others. Because of the increasing number of students, the developments in research and the new knowledge available to us, there is going to be a continuing demand for increased support for students at the graduate level. Not only governments but private corporations and individual donors will find this area a rewarding one in terms of the return to society on this investment in our young people.

### Ontario Scholarships

These awards will be made in 1966 to graduates of Grade 13 who achieve an average of 80 per cent or better on the required number of papers written in June, 1966. This year, for the first time, it is not necessary for students to make application for an Ontario Scholarship. The awards will be made automatically on the basis of lists of winners compiled through the use of data processing procedures. Last year there were 1,425 Ontario Scholars and it is estimated there will be 1,950 in 1966. There has been an increase of \$242,633 from \$537,367 last year to \$780,000 this year.



In 1967, the number of credits required to qualify as an Ontario Scholar will be reduced to seven from eight in accordance with the changes in the requirements for the Secondary School Honour Graduation Diploma.

### Bursary Assistance Fund

Over the period of the last two years, the Province has allocated \$1,790,000 among the universities to be used by them to assist students on their campuses. Because some institutions had made commitments to students in previous years, it has been decided to continue this program for 1966-67 but it is hoped that a large part of this allocation will be used by each institution for bursary assistance.

### Canada Student Loans Plan

This is a Federal Government program established in 1964. Provision is made for a maximum loan in any one year of \$1,000 with an over-all maximum of \$5,000 to any one student during his academic career. Loans are interest free until six months after graduation when interest at a rate of 5 3/4 per cent begins. Loans are repayable over a maximum period of ten years but may be paid at any time within the limit. The loans are available to students in eligible post-secondary institutions if they are Canadian citizens or landed immigrants. The Federal Act under which the moneys are provided allows for loans for all Canada up to \$40 million per year. The allocation to Ontario in 1964-65 was \$15,440,000 and in 1965-66 it will be approximately \$18 million. The number of loans to university students in 1964-65 in Ontario was 16,881 and the total for students in all institutions was 24,002. The total loan money used was \$14,381,527. The average loan for university students was \$629 and the average for all students who took loans was \$599. The figures for 1965-66 will not be complete until after the end of the loan year on 30th June, 1966, but figures to 30th April this year show 20,150 loans totalling \$15,036,768 for an over-all average of \$747.

The Canada Student Loans Plan is administered for the Federal Government by the provinces. The determination of need for loan assistance is based on criteria established by the Federal authorities in discussion with provincial representatives.

### Ontario Student Awards Program

This program includes the former bursary programs and the subsidy for transportation administered by the Department of Education. These programs provided assistance in 1965-66 to the extent of \$2,353,038. This amount has been increased to \$4,701,000 for 1966-67, or double last year's figure.

In previous years applicants had to have an average of at least 66 per cent to be eligible to apply for bursaries.

The new Program establishes an important principle in that any student who is enrolled in an eligible post-secondary institution can apply for an award. It is accepted that, regardless of marks, the student may require direct assistance to enable him to continue his studies. It has been traditional to provide financial assistance to students with



marks at the honours level and, indeed, the great proportion of scholarship and bursary money has gone to these students. Now it is being recognized more widely that equality of educational opportunity, fulfillment of the individual potential and the benefits to the student and to society all require the extension of bursary support over the whole range of ability represented in the student body. While the student has been able to borrow funds, the figures I have cited for the Canada Student Loans Plan indicate that at least some students are building up too great a burden of indebtedness while others may be reluctant to go into debt to the extent necessary to continue their education. In the light of these considerations it was decided to extend the benefits as indicated in the Estimates.

The administration of the Program provides for a student to complete an application for an award based on assessment of his costs and the resources he has to apply against them. The criteria used are essentially the same as those established for the Canada Student Loans Plan and applicable with minor variations across Canada. Whereas formerly the student had to complete separate applications for a bursary and a loan, he is now required to submit only one application. The assessment to which I have referred is made centrally to ensure that the criteria are applied as uniformly as possible so that all students are treated in an equitable manner. In addition, because of the large number of applications, it will be possible in the future to use modern data processing methods to speed the procedures involved.

The student and the institution he proposes to attend are informed of the result of the assessment. If a student believes that his needs are greater than his objective evaluation indicates, he may appeal to the Student Awards Officer of the institution he is attending. If, in the light of all the circumstances, it is decided by this official that the assessment should be reconsidered, this will be done.

After the assessment is made, the first \$150 will be provided through a loan. The residual amount will be provided through a grant of 40 per cent by the Province and 60 per cent by loan. All loan money will be provided through the Canada Student Loans Plan and the bursary money by the Province. The effect of the Program for most students will be to reduce by the amount of the grant, the sum he would have had to borrow.

The Province of Ontario welcomes the statement made by the Prime Minister of Canada in October, 1965, outlining the intention of the Federal Government to assist students to meet the costs of higher education. The area of student awards is one in which Ontario feels it has made considerable progress. We would welcome financial participation by the Federal Government in the programs that we have developed. Indeed, Ontario feels strongly that any Federal moneys provided to the students of our Province should be made available in a manner consistent with the principles on which our programs are based. To ensure that this result is attained, it is our view that the Federal program should be fully integrated with the Ontario Student Awards Program and that the integrated program should be administered by the Province in a manner similar to that which has been developed for the Canada Student Loans Plan.

The availability of Federal funds to supplement those already provided by the Province for the Ontario Student Awards Program would allow us to reduce the loan portion of the award to every student and increase the grant portion by a corresponding



amount. The Province of Ontario would be more than pleased to indicate to each recipient of a student award made through such an integrated plan the amount of the award that has been contributed by the Federal Government.

We believe that a co-ordinated approach to student aid is the only sensible method of handling this important matter. We would welcome an acknowledgement of this principle by the Federal Government and the direction of its effort towards attaining the objectives we propose.

In summary, the Province, through the Department of University Affairs, will make available in 1966-67 the sum of \$10,500,000 for students awards, an increase of over \$3,750,000 over 1965-66.

## RESEARCH AWARDS

The Estimates include grants of \$400,000 for research projects of two types. The first are Regional Research Studies. The second, referred to as Ontario Research Grants, constitute the program of Grants-in-Aid of Research in the fields of pure and applied science which was formerly administered by the Ontario Research Foundation. With the creation of the Department of University Affairs, the Foundation felt that these awards to individual researchers in the universities should be co-ordinated with other forms of assistance administered by the Department. With this recommendation we were in agreement.

The grants for Regional Research Studies are part of the Government's efforts, in the program of economic development, to examine problems in particular regions and to bring to bear on them the results of research conducted by university personnel. Support will be provided for staff and post-graduate and senior students for projects which will contribute to the development of one or more of the ten economic regions in Ontario. The funds being provided initially are limited but consideration will be given to expansion of the Program when the types of proposals put forward have been reviewed and when their potential value has been assessed.

The Ontario Research Grants will be awarded for 1966-67 on a pattern consistent with that used in former years by the Ontario Research Foundation. The funds provided will support fundamental research projects in four major categories: Botany and Forestry; Chemistry and Chemical Engineering; Mathematics, Physics, Geology and related fields; Zoology and Wildlife. The vote for 1966-67 reflects an increase of \$40,000 in the funds provided for this work.

While the procedure for making these awards for 1966-67 follows the pattern previously used by the Foundation, it is proposed during the next year to examine the whole program, its objectives and scope, and the level of support prior to recommending an allocation of funds for 1967-68.



In the main, however, it would seem that the major responsibility for support of university research rests with the Federal Government and its various agencies. For this reason the Province of Ontario endorses the general statement of the Bladen Commission that the Federal Government continue and expand the assistance it is giving in the field of research. Yet, the development of research is of such vital importance to Canada to-day, that the increased support will, in my judgement, have to go considerably beyond the amounts set out in the Bladen Report. ~~the Federal Government should be encouraged to increase its support of research in the health sciences field, particularly in the field of health promotion and disease prevention, and to do so in a manner which will be consistent with the principles of the National Health Policy.~~ Of significance, also, is the recent Gundy Report on the level of support required for research in the health sciences field. While there has been some increase in the funds provided for this purpose, there is a great need to increase them still further if Canada is to make the contribution for which it has the potential in the maintenance and extension of good health among our people. ~~the Federal Government should be encouraged to increase its support of research in the health sciences field, particularly in the field of health promotion and disease prevention, and to do so in a manner which will be consistent with the principles of the National Health Policy.~~ If the Federal Government is to continue and expand its efforts in the field of support for research, there is a potential problem in terms of the co-ordination of programs with over-all plans for the development of our institutions within the Province. A number of examples of the difficulties that have arisen in the past could be cited. With increased Federal support, which is so essential, the possibility of an even greater number of problems arises. It is the desire of the Province to avoid these difficulties and I am certain that with prior consultation and over-all planning between the two levels of government, it will be possible to develop a high degree of co-ordination and integration of activities which will result in the best possible use of our financial resources in the interests of the Province and the Country as a whole.

## CONCLUSION

In the course of these remarks I have outlined many of the accomplishments in higher education in Ontario during the last year, indicated some of our aspirations, and touched on several of the problems with which we are and will be confronted. Without minimizing the latter, however, I must close on an optimistic note, for the achievements which have marked the initial years of this decade are significant and those in the remaining years should be even more so. For this, again, I give full credit to the faculty and administrative staff of our universities, who, working in co-operation with Government officials, have been responsible for the gains we have made. It all augurs well for the future. No informed person is unaware of the tremendous effort that will take to meet the demands that the years ahead will produce. Yet we are also aware that the general well-being of our Nation is dependent on our ability to meet the challenge. With mutual trust and the continued spirit of co-operation there is little doubt of the success we shall attain.



3 0005 03077715 8

WITHDRAWN



